

An Investigation of the Internal Motivational Structure of ESL Students  
at the Community College

By

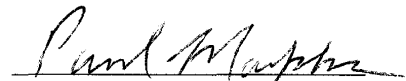
Ann K. Meechai

B.A., University of Missouri-Columbia, 1993

M.A., Southern Illinois- University at Edwardsville, 1998

Submitted to the Department of Curriculum and Teaching and the Faculty of the  
Graduate Studies of the University of Kansas in partial fulfillment of the  
requirements for the degree of Doctor of Philosophy

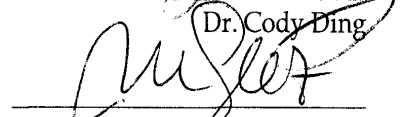
Dissertation Committee:



Dr. Paul Markham,  
Chairperson



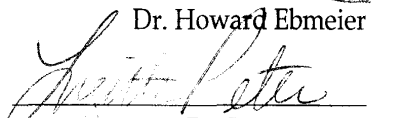
Dr. Cody Ding



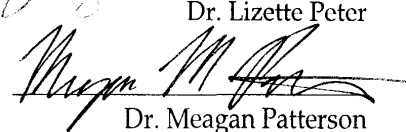
Dr. Manuela Gonzalez-Bueno



Dr. Howard Ebmeier



Dr. Lizette Peter



Dr. Meagan Patterson

Date Defended: February 19<sup>th</sup> 2010

The dissertation committee for Ann K. Meechai certifies  
that this is the approved version of the following dissertation:

An Investigation of the Internal Motivational Structure  
of ESL Students at the Community College

Dissertation Committee:

---

Dr. Paul Markham,  
Chairperson

---

Dr. Cody Ding

---

Dr. Manuela Gonzalez-Bueno

---

Dr. Howard Ebmeier

---

Dr. Lizette Peter

---

Dr. Meagan Patterson

Date Approved: February 19<sup>th</sup>, 2010

## ABSTRACT

The purpose of the present study was to examine and empirically test the language learning motivation model used to propose a new theoretical construct, the *L2 Motivational Self System*, as conceived by Dörnyei et al. (2006), in a different second language (L2) learning context. In addition, the study identified the interrelationships of the following main motivational variables used in Dörnyei et al.'s (2006) model to reconceptualize L2 motivation: *Integrativeness*, *Instrumentality*, *Attitudes Toward L2 Speakers/ Community*, *Vitality of L2 Community*, *Milieu*, *Self-Confidence*, and *Cultural Interest*; and their impact on *Motivated Learning Behavior* in a L2 learning context. The participants in the study were 89 students enrolled in English as Second Language (ESL) intermediate- and advanced-level credit courses at a Midwestern community college. The Motivation Questionnaire for ESL Students at the Community College (MQESL), an online survey, was developed to measure each of the eight variables examined in the current research study.

Although there were a number of significant regression paths, the results of the path analysis revealed that the hypothesized model appeared to be inconsistent with the empirical data from the study's population sample. The hypothesized model did not demonstrate a satisfactory goodness of fit (GFI). In order to achieve a goodness of fit, the path *L2 Community* → *Cultural Interest* was

added to the final structural model. As in previous studies, *Integrativeness* was determined to remain as a mediating variable in the revised model in the sample population. However, Instrumentality did not indicate a significant path to Integrativeness contrary to Dörnyei et al.'s (2006) findings. Therefore, further examination of the L2 model and its motivational variables in different learning contexts is necessary to better understand the internal structure of L2 motivation.

## DEDICATION

*To my family  
for all your love and support*

## ACKNOWLEDGEMENTS

This dissertation brings to an end a wonderful and most memorable journey. I could not have finished this dissertation without the involvement and participation of so many people that have supported and motivated me throughout the years. Words cannot express my sincere gratitude and appreciation to my professors and committee members, my colleagues, my students, my friends, and, most importantly, my family.

To all my dissertation committee members: Dr. Paul Markham, Dr. Cody Ding, Dr. Manuela Gonzalez-Bueno, Dr. Howard Ebmeier, Dr. Lizette Peter, and Dr. Meagan Patterson, thank you so much for all your guidance and encouragement. I am especially grateful to Dr. Cody Ding, from the University of Missouri at St. Louis, who patiently helped me with my research methodology and statistical analysis, and Dr. Paul Markham who has been my advisor and has guided me during all my years at the University of Kansas. In addition, I would like to thank the staff at the School of Education, especially Mary Ann Williams and Jan Kazar for all their support and assistance.

I would like to express my eternal gratitude to Dr. Vernon Kays, Dean of Communications and Mathematics, for allowing me to do my research study at St. Louis Community College at Meramec. Thank you for sharing your knowledge and mentoring me throughout the writing of this dissertation.

I would also like to extend my sincere thanks to John Cosgrove, Director of the Institutional and Planning Office at St. Louis Community College, and Dr.

Lawrence J. McDoniel for providing me with the necessary research instruments in order to collect the data for my dissertation study.

To the English as a Second Language Faculty at St. Louis Community College, especially Dr. Heather McKay, Lisa Wilkinson, Keith Hulsey, Carole Watson, Francine Davies-Sigmund, Kara Grueninger, Sharon Person, Henry Jayaweera, Dr. John Pisoni, Dr. Jerome Sherry, Dr. Grace Liu, Eve Fonseca, Janet Morey, Janice Alfoldy, Gosia Moll, Kate Berger and Amy Roither. Thank you so much for all your encouragement and support. I am very fortunate to be working with such great people!

My gratitude also goes to my many supportive and invaluable friends, especially Veeranuch (Nuch) Vatcharasirisook, who always found the time to help me with my dissertation chapters.

Last, but not least, I would like to thank my family members: my brother, Tony, and his wife, Sornsawan, who are truly inspirational people; my sister, Rose, who is always there to encourage and support her siblings; my sister, Diane, and her husband, Plavouth, who have kept me focused on my goals; my parents, Dr. Meechai and Mrs. Romjit Puntumabumrung, who have made endless sacrifices for their children and provided such unconditional love and enormous support; and my husband, Cris, and my children, Trey and Annika, who motivate me to do my best every day. To all of you, thank you for helping me to stay strong and to overcome all the challenges that I have had while trying to complete this dissertation. I can't wait to begin our next journey!

## TABLE OF CONTENTS

ABSTRACT .....	iii
DEDICATION .....	v
ACKNOWLEDGEMENTS .....	vi
TABLE OF CONTENTS .....	viii
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
CHAPTER ONE: INTRODUCTION .....	1
Background of the Study .....	1
Theoretical Construct .....	5
Purpose of the Study .....	7
Research Questions .....	9
Significance of the Study .....	10
Definition of Terms .....	11
Summary .....	14
CHAPTER TWO: REVIEW OF LITERATURE .....	15
Introduction .....	15
Defining Motivation .....	15
Gardner's Socio-Educational Model .....	16
Integrativeness and Instrumentality .....	19
Clément's Social Context Mode l.....	24
Giles and Byrne's Intergroup Model .....	25



The L2 Motivational Self System .....	26
Current Research on L2 Motivation Self System .....	28
Summary .....	31
CHAPTER THREE: METHOD .....	32
Introduction .....	32
Research Questions .....	32
Participants .....	33
Response Rate .....	35
Procedures .....	38
Measures .....	40
Validity and Reliability .....	44
Analytical Design .....	45
Summary .....	50
CHAPTER FOUR: RESULTS .....	49
Descriptive Statistics .....	49
Testing the Hypothesized Model .....	53
Hypothesis 1 .....	53
Model Estimate .....	54
Model Evaluation .....	56
Hypothesis 2 .....	58
Summary .....	61
CHAPTER FIVE: DISCUSSION .....	63
Introduction .....	63
Review of the Theoretical Framework .....	63

Review of the Research Hypotheses and Interpretation of the Findings .	64
Discussion of Research Question 1 .....	65
Discussion of Research Question 2 .....	68
Future Research .....	70
Limitations .....	71
Implications for L2 Practitioners .....	72
Conclusion .....	74
REFERENCES .....	75
APPENDICES .....	83
Appendix A: Letter of Approval from Human Subjects Committee Lawrence (HSCL) .....	84
Appendix B: Internet Information Statement .....	85
Appendix C: Motivation Questionnaire for ESL Students at the Community College (MQESL) .....	86

## LIST OF TABLES

TABLE 1: Demographic Characteristics of Participants .....	36
TABLE 2: Country Origin of Participants .....	37
TABLE 3: Students seeking a degree at the community college .....	38
TABLE 4: Student Intention to stay in the country .....	38
TABLE 5: Structure of the Motivational Questionnaire for ESL Community college students (MQESL) .....	42
TABLE 6: Reliability Coefficients for MQESL Subscales .....	45

TABLE 7: Descriptive Statistics of Variables .....	52
TABLE 8: Sample Correlations .....	52
TABLE 9: Hypothesis 1 - Specified hypothesized paths .....	54
TABLE 10: Standardized Estimates for Hypothesis 1 .....	55
TABLE 11: Selected AMOS Output for Hypothesized Model: Modification Indices .....	57
TABLE 12: Standardized Estimates for Hypothesis 2 .....	59

## LIST OF FIGURES

FIGURE 1: Dörnyei et al.'s. (2006) structural model .....	9
FIGURE 2: Schematic representation of the structural hypothesized model in Dörnyei et al.'s (2006) study .....	47
FIGURE 3: The AMOS graphic output of hypothesized model with Standardized estimates .....	55
FIGURE 4: The AMOS graphic output of standardized estimates of final structural model .....	60

## CHAPTER ONE

### *Introduction*

#### *Background of the Study*

Since the 1960's, language learning motivation and its role in Second Language Acquisition (SLA) have been the focus of much theoretical discussion (e.g. Gardner, 1985, 2001; Gardner, Tremblay, & Masgoret, 1997; Crookes & Schmidt, 1991; Dörnyei, 1994, 2001, 2005; Oxford, 1996; Yashima, 2000). SLA researchers have been interested in motivation because it seems to play such an important role in whether learners learn or not, how much effort they put into learning, how long they persist at learning, and how successfully they learn a language. Thus, most second language (L2) researchers as well as L2 educators generally accept that motivation is important to academic learning, especially regarding the learning of another language (Csizér & Dörnyei, 2005).

Furthermore, research in second language motivation has evolved significantly since the major research studies pioneered by Gardner and Lambert (1959, 1972). Considerable research has been conducted with much debate regarding language learning motivation and the components of its internal structure; and as a result, a number of models have been proposed to understand the issue of motivation in regards to second language acquisition (e.g. Clément et al., 1980; Clément & Kruidenier, 1985; Gardner, 1985; Gardner & MacIntyre, 1991;

Dörnyei & Clément, 2001; Clément, Dörnyei & Noels, 1994; Dörnyei & Csizér, 2002; Csizér & Dörnyei, 2005; Dörnyei, Csizér, & Németh, 2006).

Central to the role of most L2 motivation models attempting to explain the success and attainment of learners in second and foreign language learning has been the concept of *integrativeness*, coined by Gardner and Lambert (1959, 1972; Gardner, 1985; Lambert, 1980), and later referred to by Gardner (2001) as a “genuine interest in learning the second language in order to come closer to the other language community” and involving an “emotional identification with another cultural group” (p. 5). Gardner (2001) describes the learner with integrative motivation as “one who is motivated to learn the second language, has a desire or willingness to identify with the other language community, and tends to evaluate the learning situation positively” (p.6). In Gardner’s (1985) research on L2 motivation, he further found that success in second language and foreign language learning was greatly influenced by a learner’s positive attitudes towards the community of speakers of the target language.

In addition to the integrativeness variable, Gardner (1985) argued that many other variables might also be related to second language learning, including an instrumental dimension, which refers to the perceived pragmatic benefits of L2 proficiency. Integrativeness and instrumental motivation remain the best known constructs regarding motivation in second language learning. However, Dörnyei (2001) states that “motivation is only indirectly related to learning outcomes/ achievement because it is, by definition, an antecedent of

behavior rather than of achievement''; and thus, further investigation regarding the mediating variable of the language learner's *motivated behavior* is necessary to provide an overall description of L2 motivation.

Moreover, in the past decade, we have also witnessed the phenomena of globalization along with increased political and economic migration as well as vast increases in new media technologies allowing for more worldwide international communication. Thus, with globalization has come the spread of 'global English' or what is also known as 'World Englishes'. The world itself has changed greatly due to the phenomena of globalization and the spread of English; and as a result, the world experienced by the present-day L2 learner has changed dramatically (Dörnyei, 2009). Despite the fact, English still continues to remain dominant as a *lingua franca English* noted by Ferguson (1982):

We cannot know what the future will bring. At some point the spread of English may be halted, and some other language may spread to take its place. But for the present the spread of English continues, with no sign of diminishing (although the use may contract in some areas), and two trends are gaining strength. English is less and less regarded as a European language, and its development is less and less determined by the usage of its native speakers. (p. xvi)

Consequently, due to modern times and recent trends in language learning, SLA research and theorists' interests in L2 motivation have changed quite dramatically (Ushioda, 2001). Issues concerning one's identity and its

relationship to learning a second language and motivation have recently become a primary focus in SLA research, especially in the field of sociocultural linguistics, which seeks to examine not only how second and foreign languages are learned, but also in the language learning context in which the learner is involved (Marx, 2002). In addition, Peirce (1995) claims that one's changing social (or cultural) identity plays a role in fostering language learning; thus, current research studies of L2 motivation tend to differ from most traditional L2 motivational models that rely on the integrativeness component to explain an individual's motivation in second language learning.

According to Gardner (1985), learning a language is considered to be different from other school subjects because it also involves acquiring skills and behavior patterns characteristic of the target language community. Williams (1994) comments:

There is no question that learning a foreign language is different to learning other subjects. This is mainly because of the social nature of such a venture. Language, after all, belongs to a person's whole social being: it is a part of one's identity, and is used to convey this identity to other people. The learning of a foreign language involves far more than simply learning skills, or a system of rules, or a grammar; it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being, and therefore has a significant impact on the social nature of the learner. (p. 77)

Norton (2000) further argues that a comprehensive theory of a learner's L2 identity that encompasses both the language learner as well as different language learning contexts still has yet to be developed by SLA researchers. Although researchers as well as educators continue to investigate what makes a student want to learn a second or foreign language and what causes a student to persist in their effort to learn another language in the past decade, major questions have arisen regarding the limiting role and relevance of the integrativeness variable in L2 motivational models, especially in present day language learning environments, (e.g. Gardner, 2001; Dörnyei, 1990; Csizér & Dörnyei, 2005; Ushioda, 2001; Lamb, 2004).

### *Theoretical Construct*

With these new challenges in mind regarding a learner's self identity and the limiting aspect of the integrativeness component in current language learning contexts, Dörnyei (2005) proposed a new theoretical construct to assist in the understanding of language learning motivation through his '*L2 Motivational Self System*', which attempts to integrate traditional theoretical L2 models with current findings from research in motivational psychology.

The *L2 Motivational Self System* appears to offer a more comprehensive theory of language learning motivation and a new approach to conceptualizing second language learning motivation within a "*self*" framework (Dörnyei, 2005). However, the theory also remains compatible with traditional influential



conceptualizations of L2 motivation. The central theme of the *L2 Motivational Self System* is equating the motivational dimension that has traditionally been interpreted as *integrativeness/ integrative motivation* (e.g. Gardner & Lambert, 1959) with the *Ideal L2 Self* component, which is a representation of all the attributes that a person would like to possess (Csizér & Dörnyei, 2005). For instance, if the learner's ideal self correlates with the mastery of an L2, the learner may be described in traditional L2 models as having an *integrative disposition* (Dörnyei, 2009).

Furthermore, Higgins' (1987) argues in his *Self-Discrepancy theory* that motivation is the result of someone's wish to reduce the discrepancy between one's ideal self, that is, one's actual self-state. Self-Discrepancy theory postulates that learners' selves are motivating due to the intention to lessen the gap between one's actual self and one's ought-to self as well as one's perception of what significant others would like them to become. In addition, Markus and Nurius (1986) describe how their theory of *Possible Selves* can assist one's self in regulating future behavior by setting desired goals and expectations that present a *reality* for the individual's self. Dörnyei (2005) states that "possible selves offer the most powerful, and at the same time the most versatile, motivational self-mechanism, representing the individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming" (p. 98). Therefore, based on these theoretical developments in the L2 field and

mainstream psychological research, Dörnyei (2005) identifies three components for his *L2 Motivational Self System* as follows:

*Ideal L2 Self*- The Ideal L2 Self is based on the individual's aspirations and goals as a language learner.

*Ought-to L2 Self* - The Ought-to-L2 Self is a product of the individual's perceived obligations and responsibilities as a language learner.

*L2 Learning Experience* - This component is derived from the learning environment and learners' perceptions of their previous language learning successes and failures.

#### *Purpose of the Study*

The purpose of the present study was to examine and empirically test the concepts and validity of the internal structure of the L2 motivation model used to support the theory, the *L2 Motivational Self System*, as conceived by Dörnyei and the work of his colleagues (Csizér & Dörnyei, 2005; Dörnyei & Csizér, 2002; Dörnyei et al., 2006) in a second language learning context. Most of the empirical research studies that have been conducted in order to validate Dörnyei's (2005) proposed theoretical construct, the *L2 Motivational Self System*, have been in the contexts of foreign language learning (FLL), primarily in Hungary (e.g. Dörnyei

et al., 2006; Ryan, 2009). Therefore, further examination of the L2 model and its motivational variables in different learning contexts is necessary in order to understand the underlying constructs of L2 motivation, and, more specifically, extend the generalizability of the hypothesized model proposed in Dörnyei et al.'s (2006) research study regarding L2 motivation, the *L2 Motivational Self System*.

In addition, the theoretical framework of the current study identified the interrelationships of the following main motivational variables used in Dörnyei et al.'s (2006) model to reconceptualize L2 motivation: *Integrativeness, Instrumentality, Attitudes Toward L2 Speakers/ Community, Vitality of L2 Community, Milieu, Self-Confidence, and Cultural Interest* and their impact on *Motivated Learning Behavior* in a L2 learning context. According to Tremblay and Gardner (1995), "one way of improving a model is by clarifying the relationships among its variables" (p. 506). Figure 1 presents the schematic representation of the structural model which was used to reconceptualize L2 motivation as part of the learner's L2 system in Dörnyei et al.'s (2006) study.

### *Model of the Problem to be Studied*

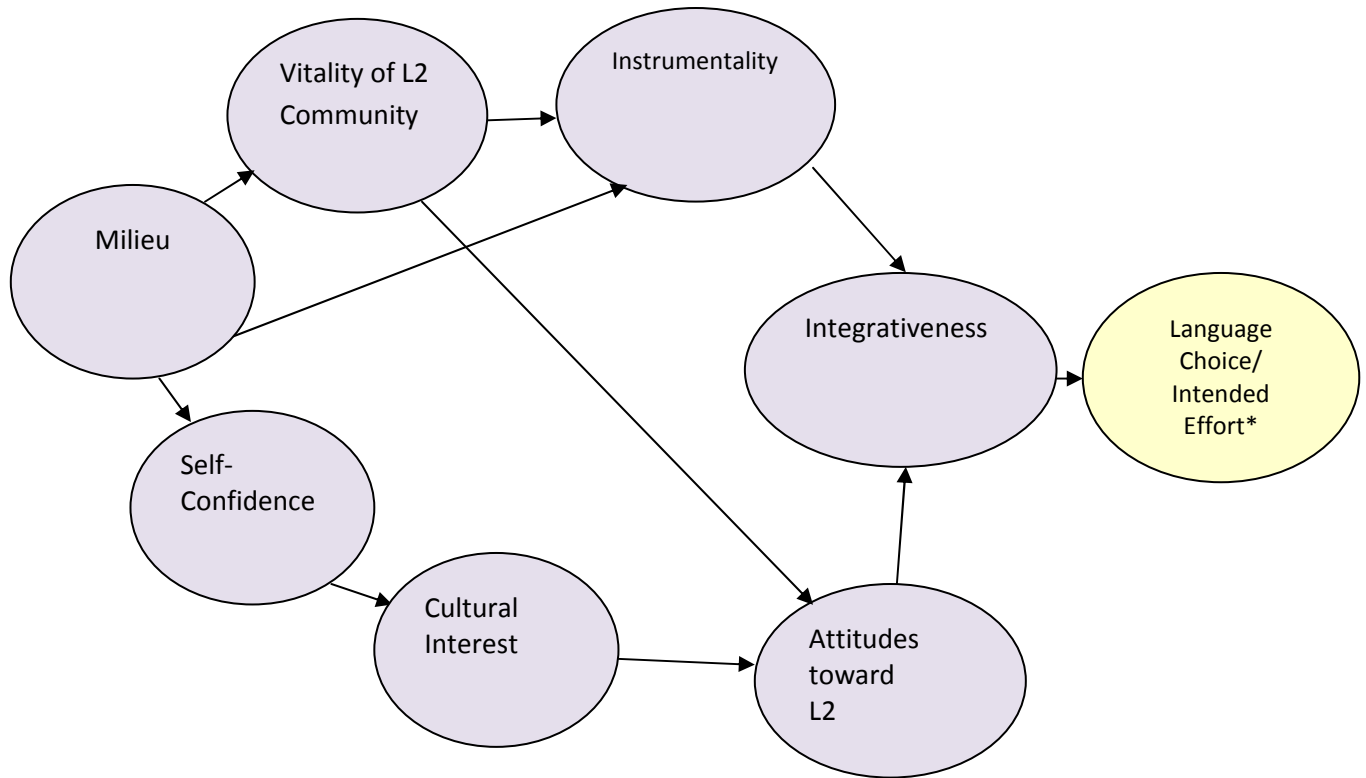


Figure 1. Dörnyei et al.'s (2006) structural model

Note. In the present study, the variable, Language Choice/ Intended Effort, was modified to Motivated Learning Behavior.

### *The Research Questions*

The following research questions were investigated in the present study:

1. Can the original theoretical model hypothesized in Dörnyei et al.'s study (2006) concerning the main motivational variables used to explain the internal structure of language learning motivation and its impact on motivated learning behavior be replicated in a second language (L2) learning context among Community College students?

2. Is there a better suited model to explain the hypothetical interrelationships as described in Dörnyei et al.'s study (2006) between the seven main variables and motivated learning behavior with the current sample population?

### *Significance of the Study*

The primary aim of the present study was to examine and empirically test the concept and validity of the internal structure of the language learning motivation model used to propose a new theoretical construct, the *L2 Motivational Self System*. The research design assisted in determining whether there were strong positive correlations among the motivational variables of the model used to reconceptualize L2 motivation in second language learning contexts other than those found in previous research, mostly conducted in FL learning contexts.

Moreover, it is hoped that the study will shed new light on the nature of L2 motivation and learners' self-concepts in the second language classroom. The *L2 Motivational Self System* could prove to be a useful construct with valuable concepts for describing the way L2 students identify with the target language as well as assist in understanding how students conceptualize themselves as language learners. In addition, L2 instructors will be able to assess how learners envision themselves in the L2 domain and what they would like to be, what they would like to become, and what they would like to be part of. Consequently,

teachers may tailor their motivational strategies to aspects of individual students' developing and expanding selves and help students generate a successful L2 self. Thus, the present research findings should have strong implications for L2 educators as well as researchers by providing insights into what motivational forces have the greatest influence for learners in the second language classroom as well as how much effort students are willing to put forth in language learning.

### *Definition of Terms*

#### *Second Language Acquisition (SLA)*

Clément and Gardner (2001) define SLA as “generally taken to mean the acquisition of a language other than the native language which is recognized as an official language in the homeland. SLA takes place in environments where the individual has ample opportunity to experience both languages” (pp. 490-491).

#### *Second Language Learning (SLL)*

Gardner (1958) proposed “that second language learning should be used to refer to the development of knowledge or skill in the second language, so that an individual has knowledge about elements of the language, and/or can make use of the language where applicable” (Clément and Gardner, 2001, pp. 490-491).

### *Foreign Language Acquisition (FLA)*

Clément and Gardner (2001) define FLA as “generally seen as referring to the acquisition of a language that is not characteristic of the individual’s homeland. FLA takes place in an environment where the learner has little opportunity to practice it outside the classroom environment” (pp. 490-491).

### *Foreign Language Learning (FLL)*

FLL involves learning the target language in institutional or academic settings without regularly interacting with the target language community. Dörnyei (1990) explains that FLL context “involves a community in which one or two languages are taught in school for several years as an academic subject and many students develop proficiency in them” (pp. 48-49).

According to Csizér and Dörnyei (2005), the main motivational components are defined as follows:

*Integrativeness* reflects a positive outlook on the L2 and its culture; Gardner’s (2001) traditional definition of integrativeness has been centered on the desire for interaction and “emotional identification with another cultural group” (p.5).

*Instrumentality* refers to the perceived pragmatic benefits of L2 proficiency and the usefulness of L2 proficiency as perceived by the L2 learner.

*Attitudes toward the L2 Speakers/ Community* is associated with the attitudes toward meeting L2 speakers and having direct contact with them.

*Cultural interest* reflects the appreciation of cultural products associated with the particular L2 and conveyed by the media (e.g., films, videos, TV programs, pop music, magazines, and books).

*Vitality of the L2 Community* refers to the perceived importance and wealth of the L2 communities in question.

*Milieu* has been used in L2 motivation research to refer to the social influences stemming from the immediate environment as opposed to the macro context (e.g. Gardner's [1985] socio-educational model), and it is usually defined as the perceived influence of significant others, such as parents, family, and friends.

*Linguistic (L2) self-confidence* reflects a confident, anxiety-free belief that the mastery of a L2 is well within the learner's means and the individual's beliefs about his or her abilities to reach goals successfully or to finish tasks as well as the perception of one's coping potential.

*Motivated Learning Behavior* refers to a student's effort and persistence in learning English.



## *Summary*

This chapter has introduced the background of the underlying theories of the theoretical framework of the present study, the purpose of the study, the research questions, and the significance of the study. Chapter Two provides a review of the literature on L2 motivational research, the L2 Motivational Self System, and current research on the L2 Motivation Self System. Chapter Three discusses the research method, including an explanation of the procedures, instrument development, variables, data collection procedures, validity and reliability, summary of instrument, and quantitative data analysis procedures. Chapter Four presents the results and the data analysis of the findings. Chapter Five discusses the interpretation of results, limitations, recommendations for future research and the conclusion.

## CHAPTER TWO

### Review of Literature

#### *Introduction*

Considerable research has demonstrated that attitudes and motivation play a role in the learning of a second language. This chapter presents a review of literature of the main motivational concepts used in Dörnyei et al.'s (2006) study and in the present study. In addition, the L2 Motivational Self System as well as the current research regarding the L2 Motivational Self System are described.

#### *L2 Motivational Research*

##### *Defining L2 motivation*

Most language teachers will agree that the motivation of students is one of the most important factors to influence students' success or failure in language learning. As a result, the concept of language learning (L2) motivation has become a central component of a number of theories regarding second and foreign language acquisition (e.g., Clément, 1980; Gardner, 1985; Krashen, 1981; Spolsky, 1985). Although the term '*motivation*' is frequently used in both educational and research contexts to explain the reasons for human behavior, defining the concept of L2 motivation has been at the center of much research

and controversy for many years. However, there is a general consensus among most researchers that the term motivation “concerns the directions and magnitude of human behavior, that is, the choice of a particular action, the persistence with it and the effort expended on it” (Dörnyei, 2001, p.8).

#### *Gardner's Socio-Educational Model*

Initially, L2 motivational research began when social psychologists, Wallace Lambert, Robert Gardner, and their associates, wanted to understand their unique language learning environment in Canada (Gardner & Lambert, 1959, 1972). Their research was based on the tenet that “students’ attitudes toward the specific language group are bound to influence how successful they will be in incorporating aspects of that language” (Gardner, 1985, p.6). The results were based on their study of 75 high school students learning French as a second language in Montreal that showed that two orthogonal factors were equally related to achievement in French: the ‘linguistic aptitude’ factor and the ‘motivation’ factor. The motivation factor was further “characterized by a willingness to be like valued members of the language community” (Gardner & Lambert, 1959, p. 271). In addition, due to the achievement criterion loading onto both factors, the factors were considered necessary for success in second language learning. Thus, Gardner and Lambert found that second language (L2) achievement was related not only to language aptitude but also to motivation (Gardner & Lambert, 1959, p. 271). Since then, several studies have used

different ways of assessing motivational variables in various contexts and languages to determine the role of motivation in learning an L2 (e.g., Clément, Gardner, & Smythe, 1980; Clément & Kruidenier, 1985; Dörnyei, 1994; Ely, 1986; Gardner, 1985; Gardner & MacIntyre, 1991).

In addition, Gardner (1979, 1985) proposed the *Socio-educational model*. The rationale behind the model is the belief that the acquisition of an L2 is a social-psychological rather than an educational phenomenon. Gardner (1979) writes:

The learning of a second (or foreign) language in the school situation is often viewed as an educational phenomenon...such a perception is categorically wrong. In the acquisition of a second language, the student is faced with the task of not simply learning new information (vocabulary, grammar, pronunciation, etc.) which is part of his own culture but rather of acquiring symbolic elements of a different ethnolinguistic community. (p. 193)

Thus, Gardner's (1985) socio-educational model stresses the idea that languages are unlike other school subjects due to the fact that they involve learning aspects of behavior typical of another cultural group; thus, the model proposed that learners' attitudes toward the target language community will at least partially determine success in language learning. Gardner and MacIntyre (1993) describe the model's four main components influencing the second language acquisition process as: (1) cultural beliefs arising from a *social milieu*, (2)

individual differences, (3) language acquisition contexts (formal and informal), and (4) learning outcomes (linguistic and nonlinguistic). The model is considered to be “a dynamic one in which attitudes and motivation influenced language achievement, which in turn had an influence on subsequent attitudes and motivation” (Gardner, 2001, p. 4).

Over the years, there have been a number of modifications to the socio-educational model (e.g. Gardner & MacIntyre, 1993; Gardner, 2000). The most recent version shows the variables, *Integrativeness* and *Attitudes Toward the Learning Situation* (i.e. classroom situation), as being correlated and influencing language learning motivation (Gardner, 2001, p.4). Consequently, in Gardner’s (1985) socio-educational model, motivation in the language learning process refers to “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (p.10). In addition, Spolsky (1969) also concluded that one of the most important attitudinal factors affecting L2 acquisition is the learner’s attitude towards the language and its speakers. As in the present study, Gardner’s influential socio-educational model of language acquisition has provided the dominant theoretical framework for most of the research in the field of language learning motivation.

### *Integrativeness and Instrumentality*

*Integrativeness* has been the cornerstone of many theories of second language acquisition. The concept of integrativeness “reflects a genuine interest in learning the second language in order to come closer to the other language community. At one level, this implies an openness to, and respect for other cultural groups and ways of life. In the extreme, this might involve complete identification with the community (and possibly even withdrawal from one’s original group), but more commonly it might well involve integration within both communities” (Gardner, 2001, p.5). In a number of studies, Gardner found that his construct of integrativeness consistently correlated with achievement in language learning (e.g. Gardner, 1979; Gardner, 1985). Thus, Gardner’s conclusion was that learners who were integratively motivated (desiring membership in the target culture) were more likely to succeed in mastering the language than those who were instrumentally motivated by pragmatic reasons.

Integrative motivation in Gardner’s socio-educational model consists of three main components: ‘integrativeness’, ‘attitudes towards the learning situation’ and ‘motivation’. Dörnyei (2005) argues that there is much terminological confusion due to the use of *integrative* and *integrativeness* at different levels within the integrative motive of Gardner’s socio-educational model:

The interpretation of this model has been hindered by two sources of terminological difficulty: First, the term *integrative* appears in it three

times at three different levels of abstraction (integrative orientation, integrativeness, and integrative motive/ motivation), which has led to misunderstandings. The second area which causes confusion in some researchers is that within the overall construct of 'Integrative Motivation' there is a subcomponent labeled 'Motivation'. (p. 69)

Thus, due to the complex nature when referring to the integrative motive, there has been much confusion about what is meant when Gardner uses the term 'motivation' in language learning.

In addition, the term, "integrativeness", seems to be problematic due to the globalization and spread of English. In the 21<sup>st</sup> century, more and more students are learning English in a foreign language setting with the sole of purpose of communicating with other nonnative speakers of English in an international environment (Kormos & Csizér, 2008). According to Dörnyei (2009), "It is not at all clear who EFL (English as a foreign language) learners believe the 'owner' of their L2 is. This lack of a specific target L2 community, in turn, undermines Gardner's theoretical concept of integrativeness" (p.24.). Moreover, Yashima's (2002; Yashima et al., 2004; Yashima, 2009) recent contributions to the field of L2 motivation reveal an important construct from the Japanese context that was studied: the notion of *international posture*. Yashima (2009) developed the concept of international posture in order to explain how language learners in an English as a Foreign Language (EFL) context as well as in an international context lacking meaningful direct contact with the speakers of a

target language manage to identify with the target language community. Yashima notes that “As English gains power as a world language, it has become increasingly difficult for Japanese EFL learners to identify a clear target group or culture. English is something that connects us to foreign countries...” (Yashima, 2009: 145). Therefore, in learning contexts where the foreign language learning takes place in the classroom without any direct contact with its speakers, Integrativeness does not seem to be relevant or a fundamental component in the motivational process of L2 acquisition.

*Instrumentality* has also been frequently studied in L2 motivational research (e.g. Dörnyei, 1990, Gardner, 1985; Gardner & MacIntyre, 1991; Tremblay & Gardner, 1995). Gardner and Lambert (1972) initially defined instrumental orientation as the desire to learn the L2 for pragmatic gains. Ellis (1994) further describes instrumental orientation as being concerned with “the practical value and advantages of learning a new language” (p.509). However, there is a common misinterpretation of Gardner’s theory as consisting of an integrative/ instrumental dichotomy, and the term ‘orientation’ is not the same as motivation. Gardner (2000, 2001) has recently addressed the conceptualization of *Instrumentality* within his overall theoretical framework:

There can be other supports for motivation not directly associated with integrative motivation. Thus, there may be instrumental factors contributing to motivation, and we could label this combination of



instrumental factors and Motivation as Instrumental Motivation. There is no reason to argue that motivation is driven only by integrative factors. (p. 7)

In earlier research studies (e.g. Gardner & Lambert, 1972), integrative orientation was seen as a more powerful predictor of achievement in formal language learning contexts than instrumental orientation. However, in later research studies, *Instrumentality* was found to play a significant role in second language acquisition, depending on the context. For example, in Clément and Kruidenier's (1983) study, the results did not support the construct validity of a general integrative orientation, which was shown to exist only in multicultural settings. In addition to an instrumental orientation, travel, friendship, and knowledge orientations were found for all of the participants. Furthermore, when L2 was a foreign language rather than a second language (i.e. learners did not have any direct contact with the L2 community), a sociocultural orientation was identified.

Dörnyei's (1990) investigation of secondary school students in a unicultural Hungarian setting found that instrumental goals played a significant role in the learning of English up to an intermediate level. Three dimensions were identified as related to integrative motivation: (1) interest in foreign languages, cultures and people, (2) desire to broaden one's view and avoid provincialism, (3) desire for new stimuli and challenges. These dimensions appeared to correlate with the results found in Clément and Kruidenier's (1983)

study: sociocultural orientation, knowledge orientation, and friendship and travel orientations, respectively. Dörnyei (1990) concluded that instrumental goals are sufficient for motivating learners to achieve an intermediate proficiency; however, “to go beyond this point, that is, “to really learn” the target language, one has to be integratively motivated.

Also, investigating secondary school students in the same context, Clément, Dörnyei, and Noels (1994) unexpectedly found that no distinct instrumental motive emerged in their results; instead, they identified a factor that they labeled “instrumental-knowledge”, which was considered to be important to pragmatic attainment. Thus, the finding that an instrumental-knowledge orientation contributes positively to attitudes related to second language learning shows that language learning itself serves as an important tool for gaining knowledge. Similar results of sociocultural (i.e. interest in cultural aspects of the English world) and instrumental-knowledge dimensions were also described by both Clément and Kruidenier (1983) and Dörnyei (1990). In addition, other orientations were identified: xenophilic (similar to “friendship orientation”), identification, and English media.

Gardner and MacIntyre (1991) further examined the effects of integrative motivation and instrumental motivation on French/ English vocabulary acquisition. The researchers found that both integrative motivation and instrumental motivation had a positive influence on second language learning. The major distinction between orientations and motivation is that orientations

refer to the reasons for studying a second language, while motivation refers to the directed, reinforcing effort to learn the language. However, it does not mean to imply that integrative and instrumental orientations will necessarily influence learning. The important element is the *motivation*, not the orientation. The orientations were not particularly predictive of achievement, while the two forms of motivation were clearly so. Gardner and MacIntyre (1991) concluded that motivation, especially integrative motivation, was necessary to facilitate second language acquisition:

Because integrative motivation has an attitudinal foundation in favorable attitudes toward the other ethnic community, other groups in general, and the language learning context, it is reasonable to expect it to have a continuing influence on language learning and use. To the extent that an instrumental motive is tied to a specific goal, however, its influence would tend to be maintained only until the goal is achieved. (pp.70-71)

#### *Clément's Social Context Model*

Richard Clément's (1980) social context model similarly focuses on integrative motivation but considers the *social context* to play an important role in the development of the motivation to learn a second language. In their investigation, Clément and his colleagues (1977) found that among Francophone students in Montreal, the individual's self-confidence in the ability to communicate in English showed a stronger predictor of L2 achievement than

attitudes towards the target language group. As a result, Clément (1980) proposed that in a multicultural context, the quality and quantity of contact between the members is a major motivational factor, determining future desire for intercultural communication and the extent of identification with the L2 group. In addition, Clément, Dörnyei and Noels (1994) demonstrated that *Self-confidence* also plays a role in second language learning in contexts in which direct interaction with the other language community is not available.

#### *Giles and Byrne's Intergroup Model*

Giles and Byrne (1982) proposed the *Intergroup Model* to examine the conditions that contribute to minority ethnic group members successfully acquiring and using the dominant language in a multicultural setting. The researchers proposed that under the following conditions subordinate group members will most likely acquire L2 proficiency in the dominant group's language:

- (1a) Ingroup identification is weak/and/ or the L1 is not a salient dimensions of the individual's ethnic group memberships;
- (2a) quiescent interethnic comparisons exist (e.g. no awareness of cognitive alternatives to inferiority);
- (3a) perceived ingroup vitality is low;
- (4a) perceived ingroup boundaries are soft and open;

(5a) strong identification exists with many other social categories, each of which provides adequate group identities and a satisfactory intragroup status. (p.35)

According to the researchers, a key factor in language learning contexts is 'ethnolinguistic vitality'. Giles, Bourhis and Taylor (1977) describe ethnolinguistic vitality as being defined by three structural variables: (1) the status of a language in a community, (2) demographic characteristics, and (3) institutional support (e.g. governmental services, schools, mass media) for the language.

### *The L2 Motivational Self System*

In their longitudinal study of Hungarian children's L2 motivation, specifically the motivational relationship with language choice and language effort, Csizér and Dörnyei (2005) proposed a structural model describing the internal structure of L2 motivation with seven main components: *Integrativeness*, *Instrumentality*, *Attitudes Toward L2 Speakers*, *Vitality of the L2 Community*, *Cultural Interest*, *Linguistic (L2) Self-confidence*, and *Milieu*. The main focus of their survey was language attitudes and language learning motivation; the two factors that have traditionally been examined in L2 motivation studies. From the results of the data, the researchers found that the seven main motivational variables emerged consistently and were the most common dimensions investigated, not only in their Hungarian study but also in past L2 motivation research (e.g. Dörnyei & Csizér, 2002). The most significant finding was that the *Integrativeness*

variable proved to be the central factor in their L2 motivation construct and the only variable to have a strong relationship with the criterion variables (Csizér & Dörnyei, 2005, p.30). Although the study confirmed Gardner's (1985) original finding that Integrativeness was a key concept in the L2 motivation construct, Csizér and Dörnyei (2005) claimed that it was necessary to reinterpret and broaden the concept of Integrativeness in order to achieve better explanatory power in diverse language learning contexts (e.g. the study of English as an international/ foreign language).

With this in mind, the *Possible Selves* theory, conceived in educational psychology, offered a useful theoretical framework for reinterpreting Integrativeness (i.e. Markus & Nurius, 1986). Dörnyei (2005) states that "*possible selves* offers the most powerful, and at the same time the most versatile, motivational self-mechanism, representing the individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming" (p. 98). Therefore, Csizér and Dörnyei (2005), relabeled the term Integrativeness as the "*Ideal L2 Self*". With this reinterpretation of Integrativeness, the Ideal L2 Self could be used to explain L2 motivation in a broader L2 context and diverse learning situations such as those that offered no contact with speakers of the target language (Csizér & Dörnyei, 2005, p. 30). As a result of the Hungarian study, the researchers proposed a new theoretical construct reconceptualizing L2 motivation, the "*L2 Motivational Self System*".

Taguchi, Magid and Papi (2009) sought to find if the “L2 Motivational Self System” was applicable to language learning contexts in three countries in Asia: Japan, China, and Iran. The researchers collected data from willing middle school students, university students majoring in English, non-English majors, and adult learners of English in each country. In order to validate Dörnyei’s (2005) L2 motivational theory, the researchers used the same variables of integrativeness, cultural interest, attitudes to L2 community and criterion measures from Dörnyei’s Hungarian study (Dörnyei *et al.*, 2006) along with the components of Ideal L2 self, Ought-to L2 self, and attitudes to learning English from the L2 Motivational Self System as well as additional variable components considered important to language learning motivation such as fear of assimilation and ethnocentrism. Despite the differences amongst the learners and their environments, the study’s findings externally validated the Hungarian study with its similar motivational patterns of language learning in all three countries in Asia. Thus, Dörnyei’s (2005) theory of the L2 motivational self was found to have more explanatory power as well as generalizability, especially in foreign language learning contexts.

Kormos and Csizér (2008) investigated the motivational and attitudinal differences among three distinct learner groups: secondary school students, university students, and adult language learners in Budapest, Hungary. In

addition, they examined the relationship of the two main constructs of Dörnyei's (2005) motivational self-system: the Ideal L2 Self and the Ought-to L2 Self with the traditional motivational and attitudinal variables such as Integrativeness and Instrumentality. The researchers found Dörnyei's (2005) theory to only gain partial support because they could not identify the existence of the construct of Ideal L2 Self in their study; however, the Ideal L2 Self scale showed the highest mean values among all three of the investigated age groups. Thus, the results showed that the Ideal L2 Self played a more important role in language learning motivation than the concept of Integrativeness. Also suggested was that the concept of international posture appeared to be more closely related to the learners' Ideal L2 Self than attitudes towards native speakers, and the concepts of Ideal L2 Self and Integrativeness were not interchangeable.

In another study of language learners in Budapest, Hungary, Csizér and Kormos (2009) investigated the role of the Ideal L2 Self and Ought-to L2 self as well as the L2 learning experience by comparing secondary school students and university students in a monolingual EFL learning context. The results showed that language learning effort correlated higher with language learning experiences among secondary school students; however, the variables of the Ideal L2 Self and language learning experiences were found to play equally important roles among university students. The role of the Ought-to L2 Self showed significance only among university students. Thus, the researchers



stated that their study revealed that students' self images as future language users may change with age.

In addition, Ryan (2009) empirically tested the concept of the Ideal L2 Self by Dörnyei and his associates in Hungary (Csizér & Dörnyei, 2005; Dörnyei & Csizér, 2002; Dörnyei et al., 2006) within a Japanese EFL setting. Ryan (2009) found the Ideal L2 Self to be equivalent to Integrativeness; and in fact, the Ideal L2 Self variable showed a more direct relationship with motivated learning behavior. Furthermore, the data from the study showed the traditional construct of integrative motivation to be less of a motivating factor among the learners of English in Japan. After separating items regarding a specific, national (US) aspect of the L2 community from those that signified an English-speaking community with no specific ties in his very comprehensive *Motivational Factors Questionnaire* (MFQ), Ryan (2009) found the correlation with learning effort to be higher when the element of nationality was removed from the notion of English-speaking community. The researcher further suggested that the vague concept of an English-speaking community may present learners with the possibility of full membership into the L2 community; whereas, an L2 community associated to a geographical location or specific culture would be more difficult to attain membership to. Thus, Ryan's (2009) findings suggest that Integrativeness may exist as part of a broader L2 self concept.

## Summary

Although there has been extensive research conducted regarding L2 motivation and especially in recent years regarding the '*L2 Motivational Self System*', most of the research studies that have been conducted in order to validate Dörnyei's (2005) proposed theoretical construct, the *L2 Motivational Self System*, have been in the contexts of FL learning (e.g. Dörnyei et al., 2006; Ryan, 2009). Therefore, this study investigated the unique population of language learners (immigrants and international students) in intermediate- and advanced-level ESL classes at a Midwestern community college. The learners provide a bridge between second and foreign language learning contexts. As such, this study will seek to address the research questions posed in Chapter One and Chapter Three in order to broaden the scope and understanding of L2 motivation. The method of the present study is proposed in the next chapter.

## CHAPTER THREE

### Method

#### *Introduction*

This study sought to examine and empirically test the concepts and validity of the internal structure of the L2 motivation complex used to support the theory of the *L2 Motivational Self System* proposed in Dörnyei et al.'s (2006) study. The theoretical framework of the present study identified the variables pertaining to the theoretical construct and the interrelationships of the following seven main motivational variables used in Dörnyei et al.'s (2006) model to reconceptualize L2 motivation: *Integrativeness, Instrumentality, Attitudes Toward L2 Speakers/ Community, Vitality of L2 Community, Milieu, Self-Confidence, and Cultural Interest* and their impact on *Motivated Learning Behavior* in a second language learning context. This chapter begins with the study's research questions followed by a description of the setting and the participants, the response rate, data collection procedures, research measures and analytical design.

#### *The Research Questions*

The following research questions were investigated in the present study:

1. Can the original theoretical model hypothesized in Dörnyei et al.'s study (2006) concerning the main motivational variables used to explain the

internal structure of language learning motivation and its impact on motivated learning behavior be replicated in a second language (L2) learning context among Community College students?

2. Is there a better suited model to explain the hypothetical interrelationships as described in Dörnyei et al.'s study (2006) between the seven main variables and motivated learning behavior with the current sample population?

### *Participants*

The participants in the study were students that had already been enrolled and tested into the English as Second Language (ESL) intermediate- and advanced-level credit courses at a Midwestern community college. The participants were selected from the intermediate- and advanced-level courses in the English as a Second Language program in order to ensure that the students would have adequate proficiency in the English language to be able to read and respond to the survey questions accordingly. The participants were recruited from the classes through contact with their ESL instructors. Although the instructors encouraged the students to participate in the study as well as offered extra credit in their courses for participation, the students were informed that all

participation was on a voluntary basis. Table 1 summarizes the demographic data of the student participants from the Midwestern community college.

Data were collected from 89 participants, including 62 (30.34%) female and 27 (69.66%) male participants. Twenty-five (28.09%) of the students were 18-21 years of age, 14 (15.73%) were 22-25 years of age, 12 (13.48%) were 26-29 years of age, 26 (29.21%) were 31-39 years of age, and 12 (13.48%) were 40 years of age or older. In addition, 1 (1.15%) participant began learning English younger than 1 year old, 2 (2.30%) began between the ages of 1-3 years old, 7 (8.05%) began between the ages of 4-6 years old, 14 (16.09%) began between 7-9 years old, 12 (13.79%) began between 10-12 years old, 20 began between 13-15 years old, 7 (8.05%) began between 16-18 years old, and 24 (27.59%) began after 18 years old. Furthermore, 4 (4.60%) students had lived in the U.S. less than three months, 8 (9.20%) for 3-6 months, 5 (5.75%) for 7-11 months, 30 (34.48%) for 1-2 years, 24 (27.59%) for 3-6 years, 7 (8.05%) for 7-10 years, and 9 (10.34%) for more than 10 years.

The 89 students that participated in the research study from the Midwestern community college represented the following 32 countries: Vietnam, Republic of Korea, Bosnia and Herzegovina, China, Philippines, Brazil, Chile, Japan, Bulgaria, Germany, Afghanistan, India, Iraq, Mexico, Democratic People's Republic of Korea, Colombia, Jordan, Thailand, Peru, Cameroon, Mongolia, Malaysia, Nepal, Nigeria, Pakistan, Finland, Ethiopia, Russia, France, Argentina, Turkey and Ukraine (See Table 2. on p. 5).

Of the 89 participants, 51.72% reported that they were seeking a degree at the community college and 25.29% of the participants responded that they were *not sure* if they were planning to seek a degree at the college. Twenty students, or 22.99% reported that they were not seeking a degree at the community college.

Moreover, 40.23% of the student participants reported that they were definitely intending to stay in the country, and 35.63% of the students responded with *probably, yes*. Fourteen, or 16.09% of the students responded that they were *probably not* intending to stay in the country, and 8.05% of the students reported that they were *definitely not* intending to stay in the country.

#### *Response Rate*

The online survey was distributed via email to a convenience sample population of 170 students enrolled in the English as a Second Language (ESL) courses at the Midwestern community college. Eighty-nine students submitted their responses, for a response rate of 52.35%. The response data were downloaded from *StudentVoice* as Excel documents and later transformed to SPSS 17.0 for statistical analysis.

Table 1 *Demographic Characteristics of Participants*

Characteristics	Frequency	Percent
<u>Gender</u>		
Female	62	30.34%
Male	27	69.66%
<u>Age</u>		
18-21	25	28.09%
22-25	14	15.73%
26-29	12	13.48%
30-39	26	29.21%
40 or older	12	13.48%
<u>Age Began to Learn English</u>		
Younger than 1 year old	1	1.15%
1-3 years old	2	2.30%
4-6 years old	7	8.05%
7-9 years old	14	16.09%
10-12 years old	12	13.79%
13-15 years old	20	22.99%
16-18 years old	7	8.05%
Older than 18 years old	24	27.59%
<u>Years resided in the U.S.</u>		
Less than 3 months	4	4.60%
3-6 months	8	9.20%
7-11 months	5	5.75%
1-2 years	30	34.48%
3-6 years	24	27.59%
7-10 years	7	8.05%
More than 10 years	9	10.34%

Table 2 *Country Origin of Participants*

Country	Frequency	Percent
Vietnam	12	13.48%
Korea, Republic of	11	12.36%
Bosnia and Herzegovina	9	10.11%
China	6	6.74%
Philippines	5	5.62%
Brazil	5	5.62%
Chile	4	4.49%
Japan	4	4.49%
Bulgaria	3	3.37%
Germany	2	2.25%
Afghanistan	2	2.25%
India	2	2.25%
Iraq	2	2.25%
Mexico	2	2.25%
Korea, Democratic People's Republic of	2	2.25%
Colombia	1	1.12%
Jordan	1	1.12%
Thailand	1	1.12%
Peru	1	1.12%
Cameroon	1	1.12%
Mongolia	1	1.12%
Malaysia	1	1.12%
Nepal	1	1.12%
Nigeria	1	1.12%
Pakistan	1	1.12%
Finland	1	1.12%
Ethiopia	1	1.12%
Russia	1	1.12%
France	1	1.12%
Argentina	1	1.12%
Turkey	1	1.12%
Ukraine	1	1.12%



Table 3 *Students seeking a degree at the community college*

Response	Frequency	Percent
Yes	45	51.72%
No	20	22.99%
Not sure	22	25.29%

Table 4 *Student Intention to stay in the country*

Response	Frequency	Percent
Definitely, yes	35	40.23%
Probably, yes	31	35.63%
Probably not	14	16.09%
Definitely not	7	8.05%

### *Procedures*

Prior to the study, a research proposal and an informed consent statement were sent to the Human Subject Committee-Lawrence Campus (HSCL) at the University of Kansas as well as the Midwestern community college where the present study was conducted. After permission was granted from both institutions, the researcher asked the individual instructors of the intermediate and advanced ESL classes for permission to solicit students' participation for the

study. In addition, the instructors offered to provide extra credit as incentives for students who participated in the research study. During the class visits to recruit participants, the students were given a handout of the informed consent statement approved by the Human Subject Committee-Lawrence Campus (HSCL) at the University of Kansas with an explanation of the study and its procedures. A URL to direct the students to the online questionnaire was forwarded via email from the college's research assessment tool, *StudentVoice*, to those students that agreed to participate.

Since the instrument of the study was on an online questionnaire, the first page of the questionnaire was the informed consent statement that had been given to students to preview during the researcher's class visits. The informed consent statement explained the purpose of the study, the importance of participating in the study, an explanation of the informed consent statement associated with the study, and contact information for the researcher as well as the researcher's major advisor. Students recruited for the study were informed that participation would be on a voluntary basis only, and the participants could withdraw from the online questionnaire at any time. Furthermore, the participants were assured that all of the data collected would be solely viewed by the researcher. Only the researcher and the instructor of each participating course would know that the student had participated in the study. Moreover,

the students were informed that all responses and email addresses would be kept confidential.

### *Measures*

Scales were developed to measure each of the eight variables examined in the current research study. The scales were formed by referring to previous items from existing scales of the L2 motivation questionnaires used by Dörnyei and his fellow researchers (i.e. Dörnyei *et al.*, 2006) in his original study in Hungary as well as from the *Motivational Factors Questionnaire* used in Ryan (2009) to validate the original Hungarian study in a Japanese learning context. As a result, the researcher developed the *Motivation Questionnaire for ESL Students at the Community College (MQESL)* by modifying and combining the items that had already been validated in the aforementioned research studies (see Table 5).

In addition, due to the study being conducted in an English as second language (ESL) learning context, *language choice* was not used as a criterion measure in the current research study as in the original Hungarian study conducted by Dörnyei et al. (2006). Thus, only the items pertaining to the criterion measure, *intended effort*, in the original study were used. Due to the modification and addition of items to the scale also adapted from Ryan (2009), the researcher labeled the criterion measure as *motivated learning behavior* (see Table 5).

The research measurement instrument of the study was an online survey administered through the research assessment online tool, *StudentVoice*, primarily used by community colleges for assessment. The questionnaire consisted of two parts: (1) the Motivational Questionnaire for English as a Second Language Students (MQESL) and (2) Student Background Information. Part 1 of the questionnaire used in the research study consisted of a total of 50 six-point Likert type items ranging across the main motivational variables identified and validated in the research studies aforementioned. Part 2 of the questionnaire consisted of 13 questions regarding the student's background. Table 5 presents the structure of the Motivation Questionnaire for ESL students at the community college (MQESL) used to measure the main motivational variables examined in the current study (see Appendix C).

Table 5 *Structure of the Motivational Questionnaire for ESL students at the community college (MQESL)*

Subscale	Item
Motivated Learning Behavior	1. I am willing to work hard at learning English. 2. I have a strong desire to learn English. 3. It is extremely important for me to learn English. 4. I try to speak English outside of school as much as I can. 5. If I have a problem understanding something that we are learning in English class, I will ask the teacher for help. 6. I frequently think over what we have learned in English class. 7. I try to watch English-speaking TV stations when I have an opportunity. 8. When I hear an English song on the radio, I listen carefully and try to understand all the words. 9. If an English course were offered in the future, I would like to take it.
Integrativeness	1. How much would you like to become similar to the people who are native speakers of English? 2. How much do you like English? 3. How important do you think learning English is in order to learn more about the culture and art of its speakers?
Instrumentality	1. I would like to be able to use English to communicate with people from other countries. 2. I think that English will help me meet more people. 3. How important do you think English is in the world these days? 4. Learning English is necessary because it is an international language 5. I have to study English in order to be successful in my future career. 6. I have to study English because I don't want to get bad grades in the class. 7. In order to become an educated person, I should learn English.
Milieu	1. People around me tend to think that it is a good thing to learn English. 2. Hardly anybody cares if I learn English or not. 3. I study English because my close friends/ teachers/ family/ boss think that it is important.
L2 Self-confidence	1. Learning English as a second language is a difficult task for me. 2. I think I am the type who would feel anxious and ill at ease if I had to speak to someone in English.
Cultural Interest	1. Do you like pop music in the United States? 2. Do you like watching TV programs/ movies in the United States? 3. Do you often wish to read newspapers and magazines in English?
Attitudes Toward L2	1. Do you like the people living in the United States? 2. Would you like to become similar to the people of English-speaking countries? 3. Do you like meeting with people from English-speaking countries? 4. I really enjoy learning English. 5. I'm always looking forward to my English classes. 6. Learning English is one of the most important aspects of my life.
Vitality of L2 Community	1. Do you think that English-speaking countries (besides the U.S.) have an important role in the world? 2. Do you think the United States has an important role in the world?

The motivational variables examined in the current research study are defined according to Csizér and Dörnyei (2005) as follows:

1. *Integrativeness* reflects a positive outlook on the L2 and its culture; Gardner's (2001) traditional definition of integrativeness has been centered around the desire for interaction and "emotional identification with another cultural group" (p.5).
2. *Instrumentality* refers to the perceived pragmatic benefits of L2 proficiency and the usefulness of L2 proficiency as perceived by the L2 learner.
3. *Attitudes toward the L2 Speakers/ Community* is associated with the attitudes toward meeting L2 speakers and having direct contact with them.
4. *Cultural interest* reflects the appreciation of cultural products associated with the particular L2 and conveyed by the media (e.g., films, videos, TV programs, pop music, magazines, and books).
5. *Vitality of the L2 Community* refers to the perceived importance and wealth of the L2 communities in question.
6. *Milieu* has been used in L2 motivation research to refer to the social influences stemming from the immediate environment as opposed to the macrocontext (e.g. Gardner's [1985] socio-educational model), and it is usually defined as the perceived influence of significant others, such as parents, family, and friends.
7. *Linguistic (L2) Self- confidence* reflects a confident, anxiety-free belief that the mastery of a L2 is well within the learner's means and the individual's

beliefs about his or her abilities to reach goals successfully or to finish tasks as well as the perception of one's coping potential.

8. *Motivated Learning Behavior* refers to a student's effort and persistence in learning English.

### *Validity and Reliability*

The items used to measure each subscale were modified and adapted from validated instruments used by Dörnyei et al. (2006) and Ryan (2009). In addition, the content validity of the resulting MQESL was examined by professionals. Cronbach's alpha reliability coefficients were computed to measure the internal consistency reliability for each scale of the MQESL measurement instrument. According to Kline (1998), Cronbach alpha coefficients around .90 are considered "excellent", values around .80 are "very good", and values around .70 are considered "adequate"; those coefficients below .50 may be due to random error. The alpha levels for each subscale of the measurement instrument are presented in Table 4. The results of the reliability analysis were considered to be acceptable except for the subscale, *Milieu*, which had a low reliability estimate.

Table 6 *Reliability Coefficients for MQESL Subscales*

Subscales	Cronbach's alpha	Number of Items
Motivated Learning Behavior	0.79	9
Integrativeness	0.62	3
Instrumentality	0.74	8
Milieu	0.41	3
L2 Self-confidence	0.60	2
Cultural Interest	0.71	3
Attitudes Toward L2	0.73	6
Vitality of L2 Community	0.63	2

### *Analytical Design*

The data for this study was coded using the AMOS program in the Statistical Package for Social Science (SPSS) 17.0 for Windows. To address the research questions, as in the previous studies conducted by Dörnyei et al. (2006), *path analysis* was used to analyze the Likert-scale data from the online questionnaire and determine whether the proposed model in Dörnyei et al.'s study (2006) was compatible with the actual sample population data. Csizér and Dörnyei (2005) state that the path analysis technique is appropriate for testing “comprehensive models made up of complex, interrelated variables” (p.19). Thus, by using path analysis, it is possible to test the links between the constructs underlying the variables under investigation. Furthermore, an advantage of using this method is that all of the variables and both direct and indirect paths



can be analyzed simultaneously. Usually, a *path diagram* is shown to represent the theoretical explanations of the causal relationships among the variables (Agresti & Finlay, 1997). The procedures involved in path analysis provide a set of model fit indexes that shows whether or not the hypothesized model is well-supported, if at all.

According to Byrne (2010), the process of statistical modeling involves the researcher proposing a statistical model based on a theory or empirical research. After the model has been specified, the model is then tested using the population sample data for all of the observed variables in the model. The general purpose of the model-testing procedure is to determine whether or not there is a goodness-of-fit between the hypothesized model and the sample data. The researcher does so by imposing the structure of the hypothesized model on the data obtained from the population sample and then tests how well the data fits the structure of the hypothesized model. From the results of the analysis, the researcher can either reject or fail to reject the model. In addition, the researcher may propose an alternative model and determine a model that better describes the sample data. Tate (1992) comments that it is important to note that consistency between the hypothesized model and the observed correlations does not necessarily prove the validity of the model, rather it represents support for the hypothesized model.

In order to examine the overall relationships among the main motivational indicator variables, the following theory-driven paths were specified based on the hypothesized model that was identified in Dörnyei et al.'s study (2006). The schematic representation of the structural hypothesized model is shown in Figure 3. The paths are represented by a line with an arrow. The direction of the arrow indicates the direction of influence.

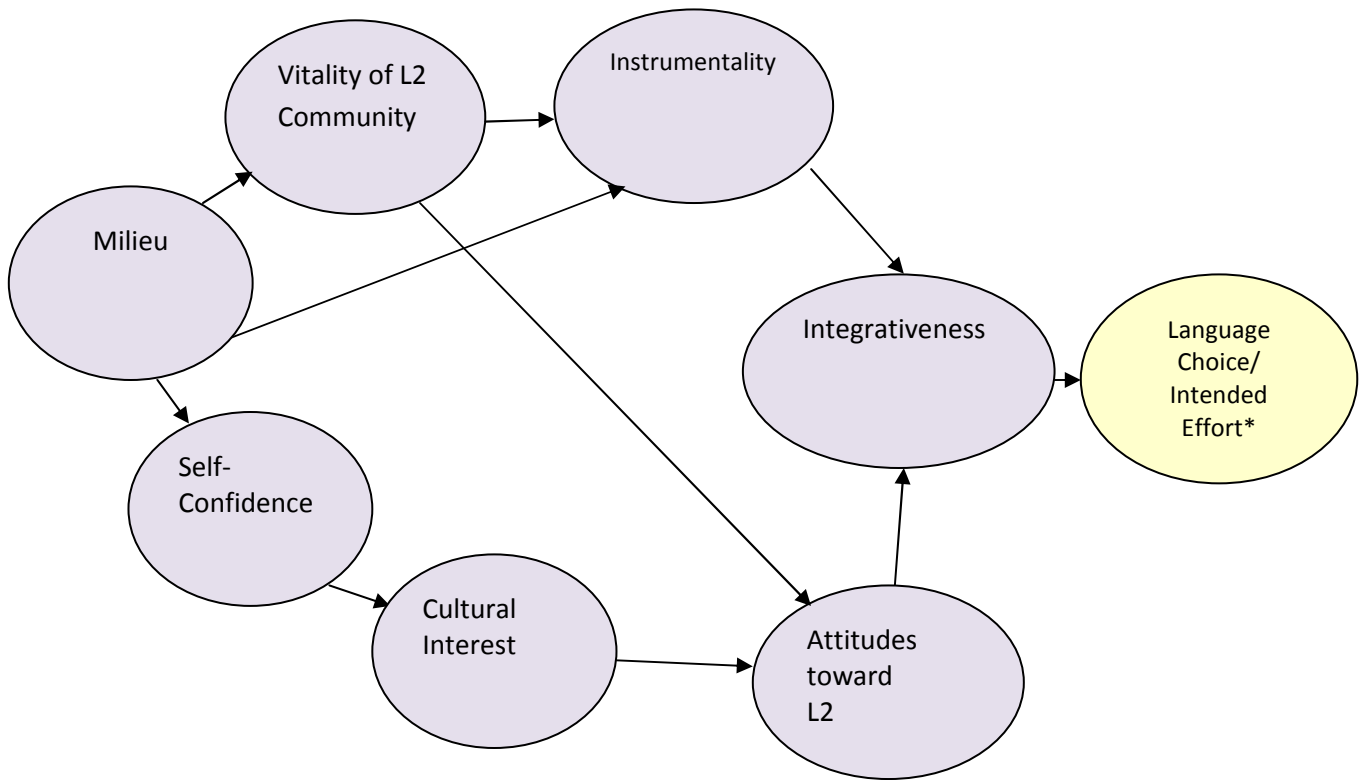


Figure 2. Schematic representation of the structural hypothesized model in Dörnyei et al.'s (2006) study.

Note. In the present study, the variable, Language Choice/ Intended Effort, was modified to Motivated Learning Behavior.

As mentioned above, the relationships in the proposed hypothetical model in Figure 2 have been based on the theoretical models previously reviewed as well as the research results from the data and analyses conducted in Dörnyei and his colleagues longitudinal study of Hungarian language learners (i.e. Dörnyei et al., 2006). Based on Gardner's (1985) socio-educational model, *Integrativeness* and *Instrumentality*, the two most often researched concepts in the field of L2 motivation, were directly linked to motivated behavior (i.e. language choice/ intended effort in Dörnyei et al.'s proposed model) due to past empirical research findings. Following in the social psychological tradition, *Attitudes Toward the L2 Speakers/ Community* was also an antecedent of *Integrativeness*. In addition, *Instrumentality* was hypothesized to be influenced by *Milieu* (both directly and indirectly) due to the perceptions of the pragmatic benefit being socially constructed and reinforced through the social influences of the learning environment, but also linked to *Vitality of the L2 Community* due to the L2 utilitarian expectations being dependent on the perceived importance of the L2 found in earlier theorizing by the researchers (i.e. Csizér & Dörnyei, 2005). As suggested by Giles and Byrne's (1982) Intergroup model, *Vitality of the L2 Community* was directly linked to *Attitudes Toward the L2 Speakers/ Community* because members of an L2 community that are considered to be powerful and prestigious are also considered to be of higher status compared to those members of L2 communities with low prestige and power. The researchers (i.e. Dörnyei et

al., 2006) postulated links between *L2 Self-confidence*, and *Milieu, Attitudes Toward the L2 Speakers/ Community*, and *Cultural Interest* due to Clément's model and past research studies. *L2 Self-confidence* was believed to be influenced by the beliefs of a learner's environment. Also, the paths of *L2 Self-confidence* and *Attitudes Toward the L2 Speakers/ Community* were hypothesized to be mediated through *Cultural Interest*. Csizér and Dörnyei (2005) explain:

For learners in a foreign language learning environment that does not offer extensive opportunities for direct contact with the L2 speakers (such as Hungary), the main source of contact with the language will be indirect, through exposure to various L2-specific cultural products. We believe that the extent of the learners' confidence in dealing with the L2 determine his or her willingness to seek meaningful engagement with these cultural products...(p.28)

Interestingly, Integrativeness was found to be a primary mediating variable in Dörnyei et al.'s (2006) model although the research study was conducted in Hungary where there was no opportunity for learners to experience any 'real integration' into the L2 community.

### *Summary*

This chapter described the study's research questions followed by a description of the setting and the participants, the response rate, data collection procedures, research measures and statistical procedures used to analyze the data of the sample population of the current research study.

## CHAPTER FOUR

### Results

This chapter provides the descriptive statistics of the data received from 89 respondent participants from a Midwestern community college and details of the results of the statistical analysis of the data that were used to answer the research questions posed in the study.

#### *Descriptive Statistics*

Table 7 presents the descriptive statistics for the eight indicator variables examined in the research study. For each variable, the mean score and standard deviation computed from the sample data are presented. For the population sample, there were four scales (*Motivated Learning Behavior, Vitality of L2 Community, Integrativeness, and Instrumentality*) that had the highest mean values (above 5 on a 6-point scale). The results showed that the motivational indicator variables of *Milieu, Cultural Interest and Attitudes Towards L2 Speakers/ Community* had means of 4.12, 4.71, and 4.97, respectively. The lowest value, 3.61, corresponds with the variable, *L2 Self-confidence*. After examining the standard deviation figures, however, L2 Self-confidence was found to show the largest variation in the study, which indicates that the participants had high levels of *L2 Self-confidence* towards language learning. The descriptive statistics revealed that

none of the scales had mean values lower than 3, which indicates that the student participants had overall favorable attitudinal and motivational dispositions.

Table 7 *Descriptive Statistics of Variables*

	N	M	SD
Integrativeness	89	5.23	0.74
Attitudes Towards L2	89	4.97	0.71
Milieu	89	4.12	0.29
L2 Self-confidence	89	3.61	1.46
Cultural Interest	89	4.71	1.00
Instrumentality	89	5.28	0.66
Vitality of L2 Community	89	5.23	0.76
Motivated Learning Behavior	89	5.13	0.66

Table 8 *Sample Correlations*

	L2SelfCf	Milieu	VitL2Com	CultIntr	AttTL2	Integrat	Instrumt	MotLearn
L2SelfCf	1							
Milieu	0.026	1						
VitL2Com	-0.071	0.173	1					
CultIntr	0.015	0.218	0.456	1				
AttTL2	-0.065	0.098	0.435	0.453	1			
Integrat	0.095	0.037	0.474	0.461	0.75	1		
Instrumt	0.06	0.411	0.31	0.217	0.385	0.299	1	
MotLearn	-0.015	0.029	0.311	0.396	0.53	0.464	0.208	1

## *Testing the Hypothesized Model*

### *Research Question 1*

*Can the original theoretical model hypothesized in Dörnyei et al.'s study (2006) concerning the main motivational variables used to explain the internal structure of language learning motivation and its impact on motivated learning behavior be replicated in a second language (L2) learning context among Community College students?*

### *Hypothesis 1*

The statistical computer program, AMOS, in SPSS 17.0, was used to test the proposed path model in Dörnyei et al.'s study (2006). Because the main motivational indicator variables had been measured and confirmed in previous studies conducted by Dörnyei and his colleagues (i.e. Csizér and Dörnyei, 2005) prior to this analysis, unlike a full-structural model analysis in which confirmatory factor analysis is performed to create unobserved latent variables that would be represented as constructs, only a “*structural model*” analysis of the measured motivational variables was conducted. Therefore, the structural model proposed in Dörnyei et al. (2006) was tested using AMOS to determine whether the variables in the model were significantly related as hypothesized.

In order to examine the overall relationships among the main motivational indicator variables, the following theory-driven paths were specified based on the hypothesized model that was identified in Dörnyei et al.'s



study (2006). The schematic representation of the structural hypothesized model was shown in Figure 2 in Chapter 2. The theory-driven paths are represented by a line with an arrow in Table 8 below. For each path, the direction of the arrow indicates the direction of influence.

Table 9 *Hypothesis 1 - Specified hypothesized paths*

1. Vitality of L2 Community	<---	Milieu
2. Cultural Interest	<---	L2 Self-confidence
3. Instrumentality	<---	Vitality of L2 Community
4. Attitudes Towards L2	<---	Vitality of L2 Community
5. Attitudes Towards L2	<---	Cultural Interest
6. Instrumentality	<---	Milieu
7. Integrativeness	<---	Attitudes Towards L2 Speakers
8. Integrativeness	<---	Instrumentality
9. Motivated Learning Behavior	<---	Integrativeness

#### *Model Estimate*

Figure 3 presents the path diagram of the hypothesized model with the standardized estimates as well as the error terms that were added to each variable to account for error variance. As stated by Arbuckle and Wothke (1999), the error terms serves “to absorb random variation in the [... scores and systematic components for which no suitable predictors were provided” (p. 15). The values on the sides of the arrows connecting the criterion measure, *Motivated Learning Behavior*, and its indicators are the standardized regression weights. The hypothesized direct relationships of the main motivational indicator variables were confirmed with positive regression weights.

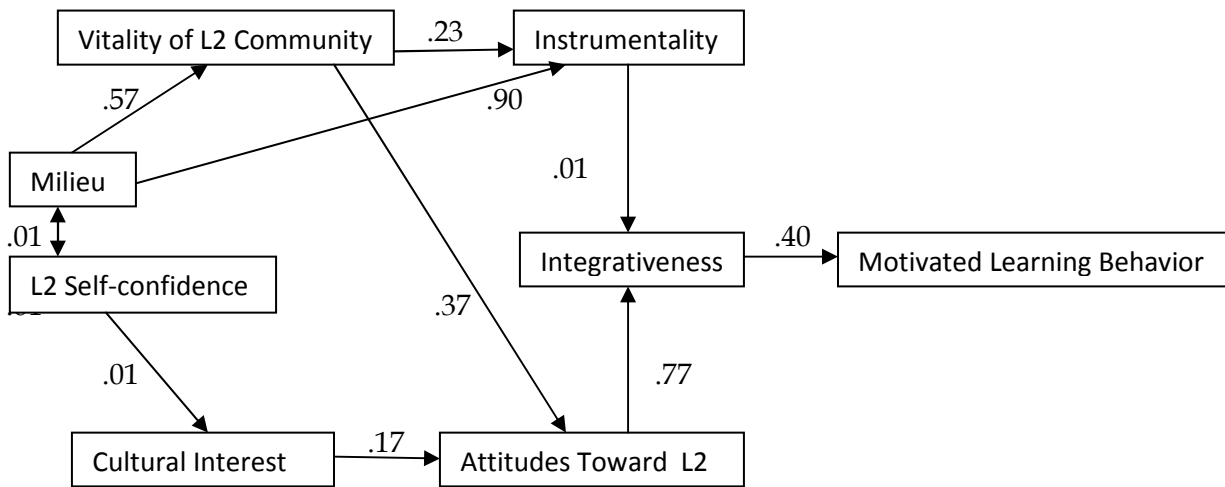


Figure 3. The AMOS graphic output of hypothesized model with standardized estimates

Note. The path model was estimated using Maximum Likelihood estimates. The results of the analysis with the standardized estimates for the hypothesized model are shown in Table 9.

Table 10 *Standardized Estimates*

Regression Weights			Estimate	Standard Error	Critical Ratio
Vitality of L2 Community	<---	Milieu	0.567	0.269	2.104
Cultural Interest	<---	L2 Self-confidence	0.014	0.073	0.189
Instrumentality	<---	Vitality L2 Community	0.225	0.081	2.795
Attitudes Toward L2	<---	Vitality L2 Community	0.372	0.082	4.539
Attitudes Toward L2	<---	Cultural Interest	0.169	0.063	2.703
Instrumentality	<---	Milieu	0.897	0.209	4.290
Integrativeness	<---	Attitudes Towards L2	0.774	0.078	9.928
Integrativeness	<---	Instrumentality	0.014	0.079	0.178
Motivated Lrng Behavior	<---	Integrativeness	0.400	0.088	4.550
Milieu	<->	L2 Self-confidence	.012	.045	.267

According to Byrne (2010), the test statistics, the critical ratio (C.R.), is the parameter estimate divided by the standard error. If a parameter estimate has a

critical ratio greater than 2.0 ( $>\pm 1.96$ ), the estimate is considered to be statistically significant based on a probability level of .05. As a result, there were three nonsignificant paths in the model proposed in Dörnyei et al. (2006). The following three hypothesized relationships were found to be statistically nonsignificant: *L2 Self-confidence*  $\rightarrow$  *Cultural Interest*, *L2 Self-confidence*  $\leftrightarrow$  *Milieu*, and *Instrumentality*  $\rightarrow$  *Integrativeness*. Furthermore, unlike the previous research findings by Gardner (1985) as well as Dörnyei and his colleagues (i.e. Csizér & Dörnyei, 2005), the analysis of the data from the sample population of ESL students at the community college showed that *Instrumentality* did not have a significantly direct relationship with *Integrativeness* in the present study. However, the nonsignificant parameters could be indicative of a sample size that is too small (Byrne, 2010).

### *Model Evaluation*

The path analysis revealed that the hypothesized model appeared to be inconsistent with the empirical data from the present study's population sample. According to Byrne (2010), the primary interest of evaluating a model is to see to what extent a hypothesized model "fits" or adequately describes the sample data. The results of the model evaluation showed that the model fit indices did not meet the acceptable fit thresholds. Although there were a number of significant regression paths, the hypothesized model was not very good in terms of overall model fit with a goodness-of-fit index (GFI) resulting in .863. A GFI of

more than .9 indicates that the population sample data fit the proposed model well. In addition, the Root Mean Square Residual (RMR) resulted in a value of .468. Thus, only marginal support was found for the model proposed in Dörnyei et al.'s (2006) study.

Moreover, based on the data used to specify the hypothesized model, AMOS computes a Modification Index (MI) for all the parameters. According to Byrne (2010), large MIs indicate the presence of factor crossloadings. The selected AMOS output for the proposed model showed that misspecification occurred due to the large MIs present with the pairing of *Cultural Interest* and *Vitality of L2 Community*, suggesting a regression path between the two indicator variables (see Table 10). Therefore, due to the results of the path analysis, model modification was attempted to improve the fit of the model.

Table 11 *Selected AMOS Output for Hypothesized Model: Modification Indices*

				M.I.	Par Change
<i>Covariances</i>					
Cultural Interest	<---	Milieu		4.228	0.743
Cultural Interest	<---	Vitality of L2 Community		22.679	0.664
Vitality of L2 Community	<---	Cultural Interest		19.372	0.350
Attitudes Towards L2	<---	Instrumentality		4.554	0.202
Instrumentality	<---	Attitudes Towards L2		5.69	0.213
Integrativeness	<---	L2 Self confidence		4.095	0.072
Integrativeness	<---	Vitality of L2 Community		4.241	0.140
Motivated Learning Behavior	<---	Cultural Interest		4.633	0.135

### *Research Question 2*

*Is there a better suited model to explain the hypothetical interrelationships as described in Dörnyei et al.'s study (2006) between the main variables and motivated learning behavior with the current sample population?*

### *Hypothesis 2*

According to Byrne (2010), “Having determined (a) inadequate fit of the hypothesized model to the sample data, and (b) at least two misspecified parameters in the model...it seems both reasonable and logical that we now move into exploratory mode and attempt to modify this model in a sound and responsible manner” (p.111). Following this recommendation, post hoc model modifications were performed in an attempt to develop a better fitting model. The modification indices from the AMOS output suggested that the model could be improved by adding the path *Vitality of L2 Community* → *Cultural Interest*; and thus, the model was adjusted accordingly because it seemed theoretically meaningful due to the sample population of community college students in a second language learning context. Consequently, although the three hypothesized paths that were found to be not significant could have been removed from the final structural model, an addition of the path *Vitality of L2 Community* → *Cultural Interest* resulted in a better overall fit of the final structural model.

The results of the analysis regarding the theory-driven paths with the addition of the path *Vitality of L2 Community* → *Cultural Interest* as well as the standardized estimates for the modified model are shown in Table 11.

Table 12 *Standardized Estimates*

Regression Weights			Estimate	Standard Error	Critical Ratio
Vitality of L2 Community	<---	Milieu	0.567	0.269	2.104
Cultural Interest	<---	L2 Self-confidence	0.042	0.063	0.676
Cultural Interest	<---	Vitality of L2 Community	.669	.120	5.571
Instrumentality	<---	Vitality of L2 Community	0.225	0.081	2.795
Attitudes Towards L2	<---	Vitality of L2 Community	0.372	0.095	3.905
Attitudes Towards L2	<---	Cultural Interest	0.169	0.073	2.331
Instrumentality	<---	Milieu	0.897	0.209	4.290
Integrativeness	<---	Attitudes Towards L2	0.774	0.074	10.391
Integrativeness	<---	Instrumentality	0.014	0.080	0.177
Motivated Lrng Behavior*	<---	Integrativeness	0.400	0.085	4.682
Milieu	<->	L2 Self-confidence	.012	.045	.267

The new output data obtained by respecifying and reestimating the proposed model indicated that the revised model acquired a better and closer approximate fit than did the model hypothesized in Dörnyei et al.'s (2006) study with a GFI=.913 and RMR=.053. Furthermore, the proposed model was significantly improved at the .05 level with the addition of the path *Vitality of L2 Community* → *Cultural Interest*. Moreover, the revised model not only retained the significant paths of the proposed model, but most of the intercorrelations among the variables were also strengthened. This suggests that the final

structural model provides an adequate representation of the functional relationships among the main motivational indicator variables in Dörnyei et al.'s (2006) study and between the variables and the criterion variable motivated learning behavior regarding data from the population sample of ESL students at the community college. A schematic representation of the AMOS graphic output of the final structural model with standardized path coefficients is displayed in Figure 4.

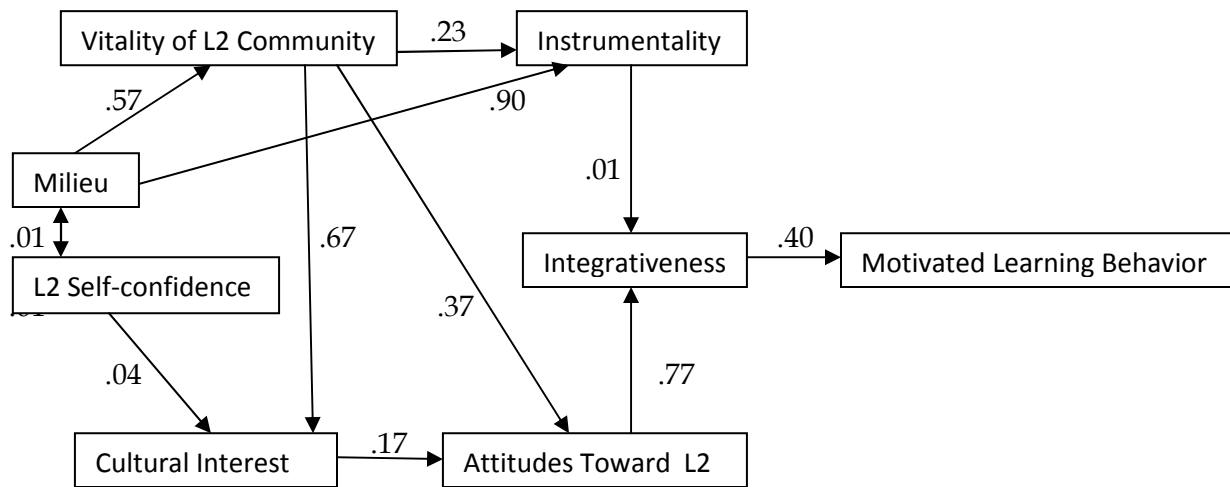


Figure 4. *The AMOS graphic output of standardized estimates of final structural model*

The path *Milieu* → *Instrumentality* was the most significant with a path coefficient of .90. The addition of the path *Vitality of L2 Community* → *Cultural Interest* also showed a significant path coefficient of .67. Dörnyei et al. (2006) comment, “The higher the students place a country on the vitality scale, the more positive their attitudes towards the L2 speakers and the L2 cultural products are” (p.79). Furthermore, in accordance with earlier theorizing, it was not surprising to find the path *Attitudes Toward L2 Speakers/ Community* → *Integrativeness* to be significant with a path coefficient of .77. Moreover, the variable *Integrativeness* was found to play a mediating role as in the previous studies conducted by Dörnyei and his colleagues (i.e. Dörnyei et al., 2006) among the other variables and to be the only variable to directly affect the criterion measure, *Motivated Learning Behavior*.

### *Summary*

This chapter provided the results of the research hypotheses. The path analysis conducted revealed that the hypothesized model proposed by Dörnyei and his colleagues (2006) appeared to be inconsistent with the empirical data from the present study’s population sample of ESL students at a community college. The proposed model was respecified and reestimated; as a result, the revised model acquired a better and closer approximate fit with a GFI=.913 and RMR=.053. Furthermore, the proposed model was significantly improved at the



.05 level with the addition of the path *Vitality of L2 Community* → *Cultural Interest*. In addition, the results of the data from the sample population showed that *Instrumentality* did not have a significantly direct relationship with *Integrativeness* as found in previous research studies. A discussion and interpretation of the research findings are further discussed in Chapter Five.

## CHAPTER FIVE

### Discussion

#### *Introduction*

This chapter provides information concerning the interpretation of the research findings, which includes six sections. The first section reviews the theoretical framework on which the study was based. The second section presents a review of the hypotheses and an interpretation of the findings. Section three discusses the limitations of the study and outlines recommendations for future research. The last section presents the conclusion of this study.

#### *Review of the Theoretical Framework*

The purpose of the present study was to examine and empirically test the concepts and validity of the internal structure of the L2 motivation complex used to support the theory of the *L2 Motivational Self System* proposed in Dörnyei et al.'s (2006) study, the *L2 Motivational Self System*, as conceived by Dörnyei and the work of his colleagues (Csizér & Dörnyei, 2005; Dörnyei & Csizér, 2002; Dörnyei *et al.*, 2006) by replicating the methods used in a second language learning context. Most of the empirical research studies that have been conducted in order to validate Dörnyei's (2005) proposed theoretical construct, the *L2 Motivational Self System*, have been in the contexts of foreign language

learning (FLL), primarily in Hungary (e.g. Dörnyei *et al.*, 2006; Ryan, 2009). Therefore, further examination of the L2 model and its motivational variables in different learning contexts is necessary in order to understand the underlying constructs of L2 motivation, and, more specifically, extend the generalizability and representativeness of the hypothesized model proposed in Dörnyei *et al.*'s (2006) research study regarding L2 motivation, the *L2 Motivational Self System*. Thus, the theoretical framework of the current study sought to identify the interrelationships of the following main motivational variables used in Dörnyei *et al.*'s (2006) model to reconceptualize L2 motivation: *Integrativeness, Instrumentality, Attitudes Toward L2 Speakers/ Community, Vitality of L2 Community, Milieu, L2 Self-confidence, and Cultural Interest* as well as their impact on *Motivated Learning Behavior* in a second language learning context.

#### *Review of the Research Hypotheses and Interpretation of the Findings*

This study sought to answer two research questions. The findings of the data analysis used to examine the hypothesized model proposed in Dörnyei *et al.*'s study (2006) were presented in the previous chapter. This section will further explore the meanings and implications of the findings of the study as related to each research question.

### Research Question 1

*Can the original theoretical model hypothesized in Dörnyei et al.'s study (2006) concerning the main motivational variables used to explain the internal structure of language learning motivation and its impact on motivated learning behavior be replicated in a second language (L2) learning context among Community College students?*

The hypothesized model appeared to be inconsistent with the empirical data from the study's population sample of intermediate ESL students at the community college. The results of the model evaluation showed that the model fit indices did not meet the acceptable fit thresholds. Although there were a number of significant regression paths, the hypothesized model was not very good in terms of overall model fit with a goodness-of-fit index (GFI) resulting in .863. A GFI of more than .9 indicates that the population sample data fit the proposed model well. As a result, only marginal support was found for the model proposed in Dörnyei et al.'s (2006) study. Thus, the model hypothesized by Dörnyei et al. (2006) was found to not fit the data from the sample population of ESL students at the Midwestern community college.

However, findings from the path analysis conducted in the present study strongly indicated that among the motivational variables, *Integrativeness*, which reflects an interest in the target group and an openness to take on characteristics of the target culture and community, was found to be the mediating variable as

in Dörnyei et al.'s (2006) original study. As a result, *Integrativeness*, appears to be the better predictor variable for motivating college students in a second language learning context. In addition, *Attitudes Toward L2 Speakers/ Community* was significantly correlated with *Integrativeness*. Thus, as previously mentioned in Dörnyei and Clément (2001), this suggests, "that integrativeness represents a certain "core" of the learners' attitudinal/ motivational disposition, subsuming, or mediating most other variables" (p. 415).

In addition, *Instrumentality*, which refers to the conditions where an individual learns an L2 for practical, economic and utilitarian benefits or advantages, was also found to be a prominent motivational factor. In the past, instrumental motivation has been downplayed in Gardner's L2 motivational work. According to Dörnyei et al. (2006) and Dörnyei (1994), the reason may be due to Gardner's typical samples of young school-aged learners who are learning English as a school subject and are not faced with career choices or the need to be concerned with earning a living. Thus, the instrumental aspects of second language learning motivation may not be too relevant to the young language learners. However, as previously mentioned, Clément et al. (1994) produced a rather unexpected result and, hence, identified a factor that they labeled 'instrumental-knowledge'. The researchers described the secondary school students in their sample as viewing the pragmatic rewards associated with instrumental motivation as most likely appearing in the distant future; thus, preparation for career-related opportunities was related to higher qualifications

and thus to obtaining knowledge. Due to the population sample in the present study being adult language learners at the community college, it is not surprising that *Instrumentality* was found to be a very significant and salient L2 motivational factor.

However, the results of the study revealed that *Instrumentality* did not have a significant path to *Integrativeness*. Although *Instrumentality* and *Integrativeness* have been traditionally viewed as ‘antagonistic counterparts’ in previous research studies regarding L2 motivation, Gardner and other researchers have strongly rejected such a premise (e.g. Gardner & Tremblay, 1994; Clément et al., 1994). Dörnyei et al. (2006) further proposed that “instrumentality cannot only complement integrativeness but it can feed into it as a primary contributor” (p. 89) in the hypothesized model. Despite the fact, the findings using the data from the sample population of ESL students at the community suggest that the relationship between *Instrumentality* and *Integrativeness* is not significant; however, the findings do correlate with past L2 motivational research which claim that both *Integrativeness* and *Instrumentality* play a role in language learning motivation.

### Research Question 2

*Is there a better suited model to explain the hypothetical interrelationships as described in Dörnyei et al.'s study (2006) between the main variables and motivated learning behavior with the current sample population?*

Consequently, model modification was suggested in an attempt to improve the fit of the model. Therefore, post hoc model modifications were performed in an attempt to develop a better fitting model. Respecification and reestimation of the proposed model indicated that the revised model acquired a better and closer approximate fit than did the model hypothesized in Dörnyei et al.'s (2006) study with a GFI=.913 and RMR=.053. Furthermore, the modification indices suggested that the hypothesized model could be significantly improved at the .05 level by adding the path *Vitality of L2 Community* → *Cultural Interest*; and thus, the model was adjusted accordingly because it seemed theoretically meaningful due to the sample population of ESL community college students in a second language learning environment. Moreover, the revised model not only retained the significant paths of the proposed model, but most of the intercorrelations among the variables were also strengthened. Although the three hypothesized paths that were found to be non-significant could have been removed from the final structural model, a single addition of the path *Vitality of L2 Community* → *Cultural Interest* resulted in a better overall fit of the final structural model. Thus, the insignificant paths did not have to be removed.

Moreover, due to the additional path of *Vitality of L2 Community* to *Cultural Interest*, in which *Cultural Interest* can be considered as an indirect form of contact with the L2 community, and both variables showing direct paths to *Attitudes Toward L2 Speakers/ Community*, the paths may reflect differences in attitudes depending on contact with the L2 community.

Regarding Dörnyei's (2005) '*L2 Motivational Self System*', the central theme of Dörnyei et al's (2006) structural model was the equation of the motivational dimension of *Integrativeness* with the *Ideal L2 Self* and with *Instrumentality* and *Attitudes Toward L2 Speakers* complementing the *Ideal L2 Self*. In other words, a language learner's L2-speaking ideal is to be as competent as a native speaker with a positive disposition towards the L2 speakers. In addition, according to Dörnyei et al. (2006), "Instrumentality is the other main antecedent of the Ideal L2 Self because the idealized language self is a cognitive representation of all the incentives associated with L2 mastery, it is also linked to professional competence" (p.92). In light of the research findings of the present study, although *Integrativeness* was found to remain as a mediating variable in the revised model in Hypothesis 2, it is not clear whether *Instrumentality* is an antecedent of the *Ideal L2 Self* due to the nonsignificant path between *Instrumentality* and *Integrativeness* concerning both Dörnyei et al's (2006) proposed model and the revised model using the data from the population sample of ESL students at the community college. Thus, further research needs



to be conducted. According to Cronbach and Meehl (1955), in order to learn more about a theoretical construct, it is necessary to elaborate on the network of variables associated with that construct.

### *Future Research*

The research findings mentioned above point to the fact that the effect of certain motivation components might vary due to the language learning context. Gardner (1988) stated that the view “that the role of attitudes and motivation should be consistent in many different contexts, and thus a universal in language learning, is just too simplistic” (p. 112), calling for more research to define the role of contextual factors. We do not know whether the hypothesized model will fit across other samples of data from other learner groups. According to Tremblay and Gardner (1995):

A model can never truly be confirmed. All that can be said is that the model fits or does not fit the data, and this is determined by the adequacy of the structural model as indicated by the estimated parameters and goodness of fit indices. The model, of course, should also be consistent with the findings from previous research. (p. 515)

Thus, subsequent validation research should examine whether the hypothesized relationships among the variables represented in the revised structural model are equivalent across different groups of language learners.

### *Limitations*

There were several limitations to the present research study. First of all, a larger sample size would have represented the population of ESL students at the community college more accurately. Although an adequate sample was obtained, the present study should be replicated using a larger number of students to obtain more generalized results and a greater variation of responses. Clearly, the larger the sample, the more stable the results would be across similar samples. In addition, the study should be replicated in other second language learning contexts such as with university students, high school students, and adult basic education students in order to broaden the scope and applicability of the model.

Another limitation of the study comes from the use of self-reported questionnaire data, which are subjective judgments. Although the responses were accepted as being accurate, it cannot be assured that the learners did not give favorable responses to certain questions or sections of the questionnaire in order to appease the researcher or ESL instructor to whom the learners expected the results would be provided. Dörnyei (2003) comments:

The final big problem with regard to questionnaires is that people do not always provide true answers about themselves; that is, the results represent what the respondents *report* to feel or believe, rather than what they *actually* feel or believe. There are several possible reasons for this, and the most salient one is what is usually termed the *social desirability* or *prestige bias*. (p. 12)

In addition, the questionnaires were administered to the student participants via online surveys; therefore, students' language motivation was measured by a survey questionnaire. The use of multiple measures of qualitative inquiry such as open-ended interview questions or follow-up interviews as well as classroom observations may provide more insight about language learners and lead to a greater understanding of the motivational factors present in second language learning contexts.

### *Implications for L2 Practitioners*

The present research findings should have strong implications for L2 educators as well as researchers by providing insights into the motivational forces that have the greatest influence for learners in the second language classroom. The study also has implications for L2 practitioners by describing how much effort students are willing to put forth towards language learning depending on the context. In addition, the present study provides evidence that

teachers need to understand their students' academic motivations and behaviors as well as recognize that language learners have different motivations dependent on their learning context. Thus, such research findings as in the present study can be applied to the L2 classroom to assist teachers in motivating their students in the ways relevant to their specific L2 needs. It is hoped that the present study stimulates researchers to further explore the importance of language learning in different educational settings.

Moreover, the *L2 Motivational Self System* could prove to be a useful construct with valuable concepts for describing the way L2 students identify with the target language as well as assist in understanding how students conceptualize themselves as language learners. In addition, L2 instructors will be able to access how learners envision themselves in the L2 domain and what they would like to be, what they would like to become, and what they would like to be part of. Consequently, teachers may tailor their motivational strategies to aspects of individual students' developing and expanding selves and help students generate a successful L2 self.

## Conclusion

The primary aim of the present study was to examine and empirically test the concept and validity of the internal structure of the language learning motivation model hypothesized in Dörnyei et al.'s (2006) longitudinal study in Hungary. Based on Dörnyei et al.'s findings, a new theoretical construct, the *L2 Motivational Self System*, was proposed. However, the path analysis conducted in the present study revealed that the hypothesized model proposed by Dörnyei et al. (2006) appeared to be inconsistent with the empirical data from the present study's population sample of ESL students at a community college. However, the proposed model in the present study is by no means a universal model of L2 learning motivation as its structure is based entirely on data obtained from intermediate- and advanced-level ESL student participants at a Midwestern community college. The revised hypothesized model presented in this study provides initial support for further development of a universally applicable theory of L2 motivation. However, future research should be conducted in different language learning contexts to provide additional information about the internal structure of L2 motivation.

## REFERENCES

- Agresti, A. & Finlay, B. (1997). *Statistical methods for the social sciences* (3<sup>rd</sup> ed.). Upper Saddle River, N.J.: Prentice Hall.
- Arbuckle, L. J. and Wothke, W. (1999). *Amos 4.0 User's Guide*. Chicago, IL: SmallWaters Corporation.
- Aron, A. & Aron, E.N. (1997). *Statistics for psychology* (2<sup>nd</sup> ed.) Upper Saddle River, N.J.: Prentice Hall.
- Byrne, B.M. (2010). *Structural equation modeling with AMOS: basic concepts, applications, and programming* (2<sup>nd</sup> ed.). New York, NY: Routledge.
- Clément, R., Gardner, R.C. and Smythe, P.C. (1977). Motivational variables in second language acquisition: a study of francophones learning English. *Canadian Journal of Behavioural Science*, 9, 123-33.
- Clément, R., Gardner, R.C. and Smythe, P.C. (1980). Social and individual factors in second language acquisition. *Canadian Journal of Behavioural Science*, 12, 293-302.
- Clément, R. and Kruidenier, B.G. (1983). Orientations on second language acquisition: 1. The effects of ethnicity, milieu and their target language on their emergence. *Language Learning*, 33, 273-91.

- Clément, R. and Kruidenier, B.G. (1985). Aptitude, attitude and motivation in second language proficiency : A test of Clément's model. *Journal of Language and Social Psychology*, 4, 21-37.
- Clément, R., Dörnyei, Z. and Noels, K. (1994). Motivations, self-confidence and group cohesion in the foreign language classroom. *Language Learning* 44, 417-48.
- Clément, R., & Gardner, R.C. (2001). Second Language Mastery. In H. Giles & W.P. Robinson (Eds). *The new handbook of language and social psychology* (2<sup>nd</sup> ed.). London: Wiley.
- Crookes, G. and Schmidt, R.W. (1991). Motivation: reopening the research agenda. *Language Learning* 41, 469-512.
- Csizér, K. and Dörnyei, Z. (2005). The internal structure of language learning motivation: Results of structural equation modeling. *Modern Language Journal* 89 (1), 19-36.
- Csizér, K. and Kormos, J. (2009). Learning experiences, selves and motivated learning behavior: A comparative analysis of structural models for Hungarian secondary and university learners of English. In Z. Dörnyei and E. Ushioda (eds) *Motivation, Language Identity and the L2 Self* (pp. 98-119). Bristol: Multilingual Matters.

- Deci, E. L., & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Deci, E. L., & Ryan, R.M. (Eds). (2002). *Handbook of self-determination*. Rochester: University of Rochester Press.
- Dörnyei, Z. (1994). Understanding second language motivation: On with the challenge! *Modern Language Journal* 78, 515-523.
- Dörnyei, Z. and Clément, R. (2001). Motivational characteristics of learning different target languages: Results of a nationwide survey. In Z. Dörnyei and R. Schmidt (eds) *Motivation and Second Language Acquisition* (pp. 399-432). Honolulu, HI: University of Hawaii Press.
- Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. London: Lawrence Earlbaum Associates.
- Dörnyei, Z. (2009). The L2 Motivational Self System. In Z. Dörnyei and E. Ushioda (eds.) *Motivation, Language Identity and the L2 Self* (pp. 9-42). Bristol: Multilingual Matters.
- Dörnyei, Z. and Csizér, K. (2002). Some dynamics of language attitudes and motivation: Results of a longitudinal nationwide survey. *Applied Linguistics* 23 (4), 421-462.



- Dörnyei, Z., Csizér, K. and Németh, N. (2006) *Motivation, Language Attitudes and Globalisation: A Hungarian Perspective*. Clevedon: Multilingual Matters.
- Dörnyei, Z., & Ottó, I. (1998). Motivation in Action: A process model of L2 motivation. *Working Papers in Applied Linguistics, (Thames Valley University, London)*, 4, 43-69. Online:  
  
[http://eprints.nottingham.ac.uk/archive/00000039/00/Motivation\\_in\\_action.pdf](http://eprints.nottingham.ac.uk/archive/00000039/00/Motivation_in_action.pdf).
- Ely, C.M. (1986). An analysis of discomfort, risktaking, sociability, and motivation in the L2 classroom. *Language Learning*, 36, 1-25.
- Gardner, R.C. (1979). Social psychological aspects of second language acquisition. In Giles, H. and St. Clair, R. (eds), *Language and social psychology*. Oxford: Basil Blackwell.
- Gardner, R.C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold.
- Gardner, R.C. (2000). Correlation, causation, motivation and second language acquisition. *Canadian Psychology*, 41, 10-24.
- Gardner, R.C. (2001). Integrative motivation and second language acquisition. In Z. Dörnyei and R. Schmidt (eds) *Motivation and Second Language Acquisition* (pp. 1-20). Honolulu, HI: University of Hawaii Press.

- Gardner, R.C. and Lambert, W.E. (1959) Motivational variables in second language acquisition. *Canadian Journal of Psychology* 13, 266-72.
- Gardner, R.C. and Lambert, W.E. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley, MA: Newbury House.
- Gardner, R.C. and MacIntyre, P.D. (1991). An instrumental motivation in language study: Who says it isn't effective? *Studies in Second Language Acquisition*, 13, 57-72.
- Gardner, R.C. and MacIntyre, P.D. (1993). On the measurement of affective variables in second language learning. *Language Learning*, 43, 157-194.
- Gardner, R.C., Tremblay, P.F. and Masgoret, A.M. (1997). Towards a full model of second language learning: An empirical investigation. *The Modern Language Journal* 81, 344-362.
- Giles, H. and Byrne, J. L. (1982). An intergroup approach to second language acquisition. *Journal of Multilingual and Multicultural Development*, 1, 17-40.
- Higgins, E.T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review* 94, 319-340.
- Kormos, J. and Csizér, K. (2008). Age-related differences in the motivation of learning English as a foreign language: Attitudes, selves and motivated learning behavior. *Language Learning* 58 (2), 327-355.

- Krashen, S. (1981). Aptitude and attitude in relation to second language acquisition and learning. In K.C. Diller (Ed), *Individual differences and universals in language learning aptitude*. Rowley, MA: Newbury House.
- Lamb, M. (2004). Integrative motivation in a globalizing world. *System*, 32, 3-19.
- MacIntyre, P.D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *Modern Language Journal* 91, 564-576.
- Markus, H. and Nurius, P. (1986). Possible Selves. *American Psychologist* 41, 954-969.
- Noels, K.A. (2001). New orientations in language learning motivation: Towards a contextual model of intrinsic, extrinsic, and integrative orientations and motivation. In Z. Dörnyei & R. Schmidt (Eds) *Motivation and second language acquisition* (pp. 43-68). Honolulu: University of Hawaii, Second Language Teaching & Curriculum Center.
- Noels, K.A., Clément, R. & Pelletier, L.G. (2001). Intrinsic, extrinsic, and integrative orientations of French Canadian learners of English. *Canadian Modern Language Review*, 57, 424- 444.
- Noels, K.A., Pelletier, L.G., Clément, R., & Vallerand, R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning*, 50, 57-85.

- Norton, B. (2000). *Identity and Language Learning: Gender, Ethnicity and Educational Change*. Harlow: Longman/ Pearson Education.
- Ryan, S. (2009). Self and Identity in L2 Motivation in Japan: The Ideal L2 Self and Japanese Learners of English. In Z. Dörnyei and E. Ushioda (eds) *Motivation, Language Identity and the L2 Self* (pp.120-143). Bristol: Multilingual Matters.
- Spolsky, B. (1969). Attitudinal aspects of second language learning. *Language Learning*, 19, 271-83.
- Taguchi, T., Magid, M., & Papi, M. (2009). The L2 Motivational Self System among Japanese, Chinese and Iranian Learners of English: A Comparative Study. In Z. Dörnyei and E. Ushioda (eds) *Motivation, Language Identity and the L2 Self* (pp.66-97). Bristol: Multilingual Matters.
- Tate, R. (1992). *General linear model applications*. Unpublished manuscript, Florida State University.
- Tremblay, P.F., & Gardner, R.C. (1995). Expanding the motivation construct in language learning. *Modern Language Journal*, 79, 505-520.
- Ushioda, E. (2001). Language Learning at university: Exploring the role of motivational thinking. In Z. Dörnyei and R. Schmidt (eds) *Motivation and Second Language Acquisition* (pp. 93-125). Honolulu, HI: University of Hawaii Press.

- Williams, M. (1994). Motivation in foreign and second language learning: An interactive perspective. *Educational and Child Psychology, 11*, 77-84.
- Yashima, T. (2000). Orientations and motivation in foreign language learning: A study of Japanese college students. *JACET Bulletin, 31*, 121-133.
- Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *Modern Language Journal, 86*, 54-66.
- Yashima, T., Zenuk-Nishide, L., & Shimizu, K. (2004). The influence of attitudes and affect on willingness to communicate and second language communication. *Language Learning, 54*(1), 119-152.
- Yashima, T. (2009). International Posture and the Ideal L2 Self in the Japanese EFL Context. In Z. Dörnyei and E. Ushioda (eds) *Motivation, Language Identity and the L2 Self* (pp. 144-163). Bristol: Multilingual Matters.

## APPENDICES

## Appendix A

### Letter of Approval from Human Subjects Committee Lawrence (HSCL)



4/17/2009  
HSCL #18016

Ann Meechai  
1008 Alan Dr.  
Red Bud, IL 62278

The Human Subjects Committee Lawrence reviewed your research update application for project

18016 Meechai/Markham (C & T) The Relationship Between L2 Motivation, Language Identity and the Self

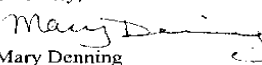
and approved this project under the expedited procedure provided in 45 CFR 46.110 (f) (7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

Since your research presents no risk to participants and involves no procedures for which written consent is normally required outside of the research context HSCL may waive the requirement for a signed consent form (45 CFR 46.117 (c) (2)). Your information statement meets HSCL requirements. The Office for Human Research Protections requires that your information statement must include the note of HSCL approval and expiration date, which has been entered on the form sent back to you with this approval.

1. At designated intervals until the project is completed, a Project Status Report must be returned to the HSCL office.
2. Any significant change in the experimental procedure as described should be reviewed by this Committee prior to altering the project.
3. Notify HSCL about any new investigators not named in original application. Note that new investigators must take the online tutorial at [http://www.rcr.ku.edu/hscl/hsp\\_tutorial/000.shtml](http://www.rcr.ku.edu/hscl/hsp_tutorial/000.shtml).
4. Any injury to a subject because of the research procedure must be reported to the Committee immediately.
5. When signed consent documents are required, the primary investigator must retain the signed consent documents for at least three years past completion of the research activity. If you use a signed consent form, provide a copy of the consent form to subjects at the time of consent.
6. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.

Please inform HSCL when this project is terminated. You must also provide HSCL with an annual status report to maintain HSCL approval. Unless renewed, approval lapses one year after approval date. If your project receives funding which requests an annual update approval, you must request this from HSCL one month prior to the annual update. Thanks for your cooperation. If you have any questions, please contact me.

Sincerely,

  
Mary Denning  
HSCL Coordinator

cc: Paul Markham

Human Subjects Committee Lawrence  
Youngberg Hall | 2385 Irving Hill Road | Lawrence, KS 66045 | (785) 864-7429 | Fax (785) 864-5049 | [www.rcr.ku.edu/hscl](http://www.rcr.ku.edu/hscl)

## Appendix B Internet Information Statement

### An Investigation of the Internal Motivational Structure of ESL Students at the Community College

The Department of Curriculum and Teaching in the School of Education at the University of Kansas supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You are free to withdraw from this survey at any time.

The purpose of this research is to identify the interrelationships of motivational variables regarding second language learning in order to better understand second language identity and its relationship with second language (L2) motivation. Your participation will involve completing an online survey and background questionnaire which is expected to take approximately 20 minutes. The content of the questionnaires should cause no more discomfort than you would experience in your everyday life. Although participation may not benefit you directly, we believe that the information obtained from this study will help us gain a better understanding of issues related to English as a Second Language Students at the community college and their motivated behavior.

Your participation is solicited, although strictly voluntary. We assure you that this information will be kept strictly confidential and will be used for research purposes only. Although, it is possible with internet communications, that through intent or accident someone other than the intended recipient may see your response.

Completion of the survey indicates your willingness to participate in this project and that you are at least age eighteen. If you would like any additional information concerning this study before or after it is completed, please feel free to contact me at 618.210.3572 or email me at [ameechai@stlcc.edu](mailto:ameechai@stlcc.edu).

*If you have any additional questions about your rights as a research participant, you may call (785) 864-7385 or write the Human Subjects Committee Lawrence Campus (HSCL), University of Kansas, 2385 Irving Hill Road, Lawrence, Kansas 66045-7563, email [mdenning@ku.edu](mailto:mdenning@ku.edu).*

Sincerely,

Ann K. Meechai  
Principal Investigator  
Department of Curriculum & Teaching  
University of Kansas  
Lawrence, KS 66045  
(618)210-3572  
[ameechai@stlcc.edu](mailto:ameechai@stlcc.edu)

Dr. Paul Markham  
Faculty Supervisor  
Department of Curriculum & Teaching  
University of Kansas  
Lawrence, KS 66045  
(785) 864-9677  
[pmarkham@ku.edu](mailto:pmarkham@ku.edu)



## Appendix C

### Motivation Questionnaire for ESL Students at the Community College (MQESL)

*We would like to ask you to help us by answering the following questions concerning second language learning. This is not a test, so there are no "right" or "wrong" answers and you don't even have to give your name. We are only interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your help.*

**SECTION 1.** *In the following section, there will be statements some people agree with and some people don't. We would like to know to what extent they describe your own feelings or situation. After each statement, please mark your answers from 1 to 6 which best expresses how true the statement is about your feelings or situation.*

*For example, if you like 'listening to music' very much, mark your answer as follows:*

*I like listening to music very much. 6 5 4 3 2 1*

**6=Absolutely true, 5= Mostly true, 4=Partly true, 3=Partly untrue, 2=Not really true, 1=Not true at all.**

**Please mark one (and only one) whole number for each statement. Do not leave any statements without an answer. Thanks.**

**6=Absolutely true, 5= Mostly true, 4=Partly true, 3=Partly untrue, 2=Not really true, 1=Not true at all.**

1. I am willing to work hard at learning English.
2. I have a strong desire to learn English.
3. It is extremely important for me to learn English.
4. I try to speak English outside of school as much as I can.
5. If I have a problem understanding something that we are learning in English class, I will ask the teacher for help.

6. I frequently think over what we have learned in English class.
7. I try to watch English-speaking TV stations when I have an opportunity.
8. When I hear an English song on the radio, I listen carefully and try to understand all the words.
9. If an English course were offered in the future, I would like to take it.
10. The things I want to do in the future require me to use English.
11. If my dreams come true, I will use English effectively in the future.
12. I can imagine myself speaking English fluently in the future.
13. I can imagine myself speaking English with friends or colleagues.
14. I can imagine myself writing emails fluently.
15. If I fail to learn English, I'll be letting other people down.
16. Learning English is necessary because people surrounding me expect me to do so.
17. It will have a negative impact on my life if I don't study English.
18. I study English because my close friends/ teachers/ family/ boss think that it is important.
19. I would like to be able to use English to communicate with people from other countries.
20. I think that English will help me meet more people.
21. Learning English is necessary because it is an international language.
22. I have to study English in order to be successful in my future career.
23. I have to study English because I don't want to get bad grades in the class.
24. In order to become an educated person, I should learn English.
25. I really enjoy learning English.
26. I'm always looking forward to my English classes.
27. Learning English is one of the most important aspects of my life.
28. People around me tend to think that it is a good thing to learn English.
29. Hardly anybody cares if I learn English or not.
30. I am told by my family members that English is important for my future.

- 31. My family encourages me to study English.
- 32. Learning English is important to me because I would like to travel internationally.
- 33. Learning English as a second language is a difficult task for me.
- 34. I think I am the type who would feel anxious and ill at ease if I had to speak to someone in English

**SECTION II.** In the following section, we would like you to answer some questions by simply marking your answers from 1 to 6.

**6= very much, 5 = Quite a lot, 4 = A little, 3 = So-so, 2= Not so much, 1= Not at all.**

***For example, if you like 'listening to music' very much, 'watching TV' not very much, and 'reading books' not at all, mark your answers as follows:***

<i>I like listening to music.</i>	<b>6 5 4 3 2 1</b>
<i>I like watching TV.</i>	<b>6 5 4 3 2 1</b>
<i>I like reading books.</i>	<b>6 5 4 3 2 1</b>

35.How much would you like to become similar to the people who are native speakers of English?

36.How much do you like English?

37.How important do you think learning English is in order to learn more about the culture and art of its speakers?

38.How important do you think English is in the world these days?

39.Do you like the people living in the United States?

40.Do you think that English-speaking countries (besides the U.S.) have an important role in the world?

41.Do you think the United States has an important role in the world?

42.Would you like to become similar to the people of English-speaking countries?

43.Do you like meeting with people from English-speaking countries?

44.Do you like pop music in the United States?

45.Do you like watching TV programs/ movies in the United States?

46.Do you often wish to read newspapers and magazines in English?

*How much would you choose to communicate in English in each of the following situations?*

- 47. When you have a group discussion in class?
- 48. When you have a chance to talk to a small group of strangers?
- 49. When you are given the chance to talk freely in English class?
- 50. When you have a discussion with a small group of friends?

### **Student Background Information**

*The questions below are for research purposes only, and your individual answers will not be made available to anyone. Please answer the questions or check the appropriate answer.*

- 1. Gender: Male Female
- 2. How old are you? 18-21 22-25 26-29 30-39 40 and above
- 3. What is your first language?
- 4. What country are you from?
- 5. What other languages do you know?
- 6. At what age did you start learning English?
- 7. How long have you lived in the U.S.?
- 8. How many ESL classes have you taken at Meramec community college?
- 9. How many ESL classes are you enrolled in now at Meramec community college?
- 10. Do you intend to stay in this country?
- 11. Are you seeking a degree?
- 12. How often do you speak your first language outside of class?
- 13. What is your intended field of study/ major?